ED 019 115 PS 000 779

EXPANDED PREKINDERGARTEN PROGRAM, EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS 1966-67.

BY- SCHWARTZ, SYDNEY L.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE SEP 67
EDRS PRICE MF-$0.75 HC-$5.36 132P.

DESCRIPTORS- PRESCHOOL EDUCATION, *PRESCHOOL PROGRAMS, *ADMINISTRATIVE PERSONNEL, *PRESCHOOL TEACHERS, DISADVANTAGED YOUTH, PRESCHOOL EVALUATION, *EVALUATION METHODS, PRESCHOOL CURRICULUM, TEAM TEACHING, INSERVICE TEACHING, ADMINISTRATOR EVALUATION, TEACHER EVALUATION, TEACHER ADMINISTRATOR RELATIONSHIP, PROGRAM ADMINISTRATION, FAMILY SCHOOL RELATIONSHIP, NONPROFESSIONAL PERSONNEL, NEW YORK, TITLE 1 PROJECTS,

A STRATIFIED RANDOM SAMPLE OF 20 SCHOOLS WITH 35 PREKINDERGARTEN ROOMS SERVING 500 CHILDREN WAS USED IN AN EVALUATION OF AN EXPANDED PREKINDERGARTEN PROGRAM OF COMPENSATORY EDUCATION FOR DISADVANTAGED 4-YEAR-OLDS. THE EVALUATIVE EMPHASIS CENTERED ON ONGOING CLASSROOM PROGRAMS, ADMINISTRATIVE AND SUPERVISORY PERSONNEL, AND A FAMILY-COMMUNITY COMPONENT WHICH INVOLVED A LUNCH PROGRAM AND HOME VISITS BY A FAMILY ASSISTANT. EVALUATION TEAM MEMBERS USED THEIR OWN OBSERVATIONAL RECORDINGS AND PERSONAL REPORTS, TEACHERS' PERSONAL REPORTS, AND INFORMATION COLLECTED ON IDENTIFYING DATA FORMS CONCERNED WITH STAFF MEMBERS, PHYSICAL FACILITIES, AND ATTENDANCE. SUMMARIES OF THE DATA INDICATED THAT TEACHERS FELT THEY WOULD BENEFIT FROM INTENSIVE INSERVICE TRAINING WITH SUBJECT MATTER SPECIALISTS TO LEARN TO STIMULATE GROWTH IN LINGUISTIC AND PERCEPTUAL-COGNITIVE SKILLS. BOTH ADMINISTRATORS AND SUPERVISORS REPORTED THAT A WORK OVERLOAD CAUSED THEM TO DEAL MAINLY WITH CRISIS SITUATIONS RATHER THAN WITH THE DEVELOPMENT OF INSTRUCTIONAL PROGRAMS. CONFLICT BETWEEN PROFESSIONALS AND NONPROFESSIONALS WAS TIME-CONSUMING AND DISRUPTIVE. A WELL-DELINEATED OUTLINE OF GOALS AND RESPONSIBILITIES OF PARTICIPANTS IS NEEDED AS WELL AS REGULAR MEETINGS TO PROVIDE FOR SKILL DEVELOPMENT AND TEAM COOPERATION ON ALL LEVELS. HALF OF THE REPORT CONTAINS EVALUATIVE INSTRUMENT SAMPLES AND TABLES OF DATA COLLECTED. (MS)

ED019115

EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

EXPANDED PREKINDERGARTEN PROGRAM

By Sydney L. Schwartz

September 1967

PS 000[illegible]9

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

RECEIVED

FEB 20 1968

EXPANDED PREKINDERGARTEN PROGRAM

Sydney L. Schwartz

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

PS 000779

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

September 1967

TABLE OF CONTENTS

page

Introduction Description of the Project 1

Chapter I Objectives of the Evaluation 3

Chapter II Methodology and Data Collection 5

Chapter III Summary of the Findings 12

Chapter IV Conclusions and Recommendations 48

Chapter V Research Limitations and Recommendations for the Future 53

Appendix A: Tables A1

Appendix B: Instruments B1

Appendix C: Staff List C1

INDEX OF TABLES IN APPENDIX A

Table 1	Selection of Sample Population
Table 2	Instrumentation: Cross-Checks on Data
Table 3	General Summary: Teaching Behavior
Table 4	General Patterns of Children's Reaction to Authority Figure (Group Teacher) and to Routine Periods
Table 5	Comparison Rating of Children's Responses to Selected Parts of the Classroom Program, Based Upon Two Visits
Table 6	Trip Program
Table 7	Classroom Content: Observed Activities and Physical Evidence of Ongoing Activities in Selected Curricular Areas
Table 8	Teacher Recommendations Obtained in Final Interviews
Table 9	Housing and Equipment
Table 10	Inschool Administrator Data
Table 11	Early Childhood Education Supervisory Load
Table 12	Problems with Teacher Aides as Reported in Questionnaires
Table 13	Problems with Family Workers as Reported in Questionnaires
Table 14	Problems with Teacher Assistants as Reported in Questionnaires
Table 15	Problems with Family Assistants as Reported in Questionnaires
Table 16	Family Assistant: Supervision and Program Implementation

INTRODUCTION

DESCRIPTION OF THE PROJECT

The Expanded Prekindergarten Program of 1966-67 is to provide to additional four-year-old children from disadvantaged circumstances the following educational benefits:

a. Greater opportunities for intellectual growth through development of listening-speaking skills, first-hand experiences, and experimentation with materials and equipment.

b. Improved social, emotional, and physical development by helping the children to attain a positive self-image, and aiding in the creation of a sound attitude to school and learning.

c. Increased interest of parents in their children's school progress, parental confidence in their children's ability to succeed, and increased home-school cooperation.

The Expanded Prekindergarten Program, under the auspices of the New York City Board of Education, provided a half day program to approximately 7300 four-year-old children in approximately 163 schools in the five boroughs of New York City. In February, supplementary funds from New York State added a lunch program and expanded the family-community program of the initial project.

The proposal described a daily 2½ hour program to be offered to prekindergarten children. Groups of 15 children were to be established, with one teacher, plus additional nonprofessional personnel, assigned both a morning and afternoon group. Provision was made also for some additional social service personnel and educational specialists to be assigned to the total program (i.e., in social work, psychology, speech therapy, etc.). Supplementary funds, approved in January, added a lunch program and additional staff (teacher assistant) and implemented the family-community component via the family assistant.

Supervision of the program rested in the domain of the Early Childhood Education Bureau of the Board of Education, which had a staff of district supervisors. Direct administration of each prekindergarten unit rested in the jurisdiction of the principal and assistant principal in the assigned school.

CHAPTER I

OBJECTIVES OF THE EVALUATION

Essentially, the task of a descriptive, evaluative procedure is to obtain a body of related data that provides the research team an opportunity to assess the general functioning pattern of the program as related to project goals. Experience in the previous evaluations (1965-1966 and summer 1966) has contributed to the selection of foci for this year's evaluative task. Previous evidence of the strong interrelationship between the administrative procedures and the quality of the classroom instructional program led to a continuing emphasis on the collection of data relative to the effectiveness of administrative and supervisory activities. Similarly, previous studies have highlighted the necessity of obtaining data describing the perceptions of the participants concerning the goals, effectiveness, and the problems of implementing the project as proposed.

Despite the immense scope of the project, previous experience has shown that the essence of the Expanded Prekindergarten Program can be viewed in terms of:

a. the instructional program in the classrooms;

b. the total administrative and supervisory structure;

c. the family-community component.

This is an operational segmentation, arbitrarily selected on the premise that a large complex program needs a structure for evaluation which is general enough to accommodate the variety of interdependent factors, yet specific enough to isolate those strengths and weaknesses which allow for the identification of needed changes in design and implementation.

This study was designed, instrumented, and executed from the perspective of a continuum of such studies[1] to facilitate a meaningful appraisal based not only on a given time period, but on an overview of the total sequential program.

---

[1] Castiglione and Wilsberg. The Expansion of Kindergarten Instruction and Programs in Disadvantaged Areas of New York City, 1965-1966, New York: Center for Urban Education.

Schwartz. Preschool Child Development Centers in Disadvantaged Areas of New York City, Summer 1966, New York: Center for Urban Education.

CHAPTER II

METHODOLOGY AND DATA COLLECTION

Part I - Selection of the Sample Population

A stratified random sampling procedure was employed in the selection of representative schools participating in the Expanded Prekindergarten Program in New York City.

The initial proposal described the establishment of 277 positions in 163 schools (Table 1). However, these gross figures were delimited to 227 positions in 132 schools by virtue of the following nonstandardizing factors:

a. cancellations;

b. opening date after October 15th;

c. housed in auxiliary facilities due to construction problems;

d. involvement in curriculum research activities of colleges, foundations, etc.

Therefore, at the time of the design of the research the standard population was 227 positions in 132 schools serving approximately 6,800 four-year-old children in the five boroughs of the city. Based on this standard population, a stratified random sample of 20 schools (15 per cent sample) with 35 (15 per cent sample) prekindergarten programs serving approximately 500 children[2] located in four of the five boroughs (Richmond County was excluded from the sampling[3]) were selected.

---

[2] While the percentage of children observed was under ten per cent of the population, the 15 per cent sample of schools and teachers was deemed adequate for evaluation purposes.

[3] As in the summer 1966 study, "Preschool Child Development Centers in Disadvantaged Areas of New York City," S. Schwartz, Richmond County (Staten Island) was excluded because of its physical separation from the other boroughs....there were no crucial differences to be found there that were not represented in other boroughs, p. 5.

In the selection of the sample the following information was available to the research team:

1. the number of schools in each Board of Education school district providing prekindergarten programs;
2. the number of prekindergarten classes in each school;
3. the duration of existence of the prekindergartens in the given schools (i.e., year initiated);
4. prior knowledge of a high density of target population children (Preschool Child Development Center Evaluation, summer 1966);
5. knowledge of schools included in the evaluation of Preschool Child Development Centers (1966 report, p. 6).

Based on this knowledge, the following factors were taken into consideration in the selection of the sample population[4]:

1. a statistical representation of those districts with the greater number of prekindergarten programs;
2. a selection of schools from remaining districts that complemented the initial part of the selected sample in terms of diversity of ethnic population and representation of the high density poverty areas that crossed school district lines;
3. a balance between new programs and existing programs;
4. a representative group of schools with a varying number of prekindergartens in each school.

Part II - The Multi-Disciplinary Team (Evaluation Project Staffing)

The previous experiences of developing an evaluational procedure utilizing the competencies of specialists in the related social science fields led to a decision to continue this multi-disciplinary approach in the ongoing evaluation. The complementing of a basic team of early childhood specialists with the educational and experiential resources of a psychologist, sociologist, and a social group worker was deemed indispensible in the evaluation of a complex educational endeavor with its unique community component.

---

[4] Repeat from sample, summer 1966: In order to alleviate the pressures on public school personnel accruing from continual evaluations, an effort was made to avoid those schools which were included in the summer sample when equivalent schools were available.

Part III - Instrumentation

The major concerns of this evaluation of the Expanded Prekindergarten Program were functionally delineated into a three-fold approach to the total project. The three major categories to be explored were:

1. the ongoing classroom programs;
2. the administrative and supervisory structure and procedures;
3. the family-community component[5].

Crucial to the validity of the total evaluation procedure is the instrumentation designed not only to elicit and record data in an organized fashion, but to structure observations and evaluations for the participants. A high degree of objectivity was sought through the various forms of instruments utilizing multiple procedures to secure data which could be cross-checked on various levels (Table 2).

The instruments which were developed grew out of the experience of the evaluation process which made possible:

1. a refinement of existent instruments;

---

[5] The family-community component was an addition to the original research design made possible by the supplementary funding of the original program.

2. the build-up of deficit areas which were identified in the 1965-66 and summer 1966 studies
3. an essentially consistent professional evaluation team with experience, knowledge, skill, and insight into the multi-faceted aspects of the instruments, observations, and evaluations.

In addition, the degree of reliability obtained was further heightened by: (1) the pre-testing and post-testing of the various instruments from the ongoing research; (2) the orientation procedure, prior to the initiation of the evaluation, in the use of the forms; (3) the multi-visitations called for by the research procedure, and the ensuing staff meetings which resulted in additions, alterations, and deletions in the instrumentation.

The continuity of the professional interdisciplinary team of Early Childhood Education specialists, a psychologist, social worker, and sociologist provided a level of inter-observer reliability which was substantiated through the evaluational checks built into the evaluation design.

The continuity of the data analysts in the ongoing evaluation process served as a further reinforcement of the counter checks on reliability ratings.[6]

The instrumentation took the form of:

a. identifying data forms
b. observational recordings
    1. descriptive devices
    2. evaluational ratings
c. personal reports
    1. interviewing schedules and questionnaires
    2. self-reporting instruments

---

[6] The summer 1966 report and the current study were jointly authored by the Research Director, and the Sociologist, S. Schwartz and G. Schusterman.

The identifying data forms[7] were utilized to build a cumulative body of information to serve as a basic check on the total structure of the program, the staff, the physical facilities, attendance and attrition, and the ethnic composition of the community. This was to facilitate an understanding of the components of the program in context.

The observational instruments to record the primary observations of the evaluation team were used as an organizing and standardizing device for those classroom observations specifically focusing on aspects of teacher behavior, children's behavior, and curriculum content. This was directed toward shedding light on the emergent patterns.

The personal reporting techniques employed took the form of:

1. interviews, conducted and recorded by the evaluation team members;
2. instruments designed to be distributed to specific respondents (i.e., classroom teachers) to elicit their personal perceptions and to be recorded by them.[8]

Collection of data in the three major categories were structured in the following way.

---

[7] The following instruments utilized for this aspect of the data collection to be found in Appendix B:

Staff Data (Work Sheet)
School Data Sheet
Staff Data: Vita
Attendance and Attrition

[8] The self-reporting instruments additionally serve to provide a further reliability check on eliminating the possibility of second party selective recording.

A. Assessment of the Ongoing Classroom Program[9]

The instrumentation of this aspect of the evaluation design was directed at focusing on the teacher and the children in action. Special emphasis was placed on teacher-child interaction for the purposes of describing the emotional-social environment and the existent level of intellectual stimulation.

The instrumentation further took into consideration the physical room arrangement, lay-out, equipment, and traffic patterns as they affect the total classroom program.

B. The Administrative and Supervisory Structure and Procedures[10]

On the administrative level, focus was placed on developing a descriptive body of information of the hierarchal line in terms of:

1. the decision-making function;
2. role and responsibility;
3. channels of communication.

The instrumentation dealing with in-school administrative personnel was designed to elicit data on:

1. the in-school administrative structure;
2. the perceptions of these administrators of the needs of the programs.

---

[9] The following instruments utilized for this aspect of the data collection to be found in Appendix B: Summary of Children's Behavior, Teacher Walk, Room Freeze, General Summary: Teaching Behavior, Children's Language Patterns, Observed Daily Schedule, Comments, Initial Teacher Interview, Housing and Equipment, Classroom Content, Teacher Questionnaire, Curriculum Inventory, and Teacher Interview.

[10] The following instruments utilized for this aspect of the data collection to be found in Appendix B: Principal Interview, Assistant Principal Interview, Early Childhood Education Supervisor Interview, and Comments by the Interviewer.

On the supervisory level, interviews with Early Childhood Education supervisors were directed toward:

1. obtaining descriptive data of the patterns of supervision;
2. perceptions of orientation and in-service educational programs;
3. strengths and weaknesses of the total program as implemented this year.

C. The Family-Community Component[11]

This aspect of the Expanded Prekindergarten Program was funded in midyear along with the lunch program[12] as an addition to the original program proposal. The instrumentation was designed to obtain a body of total descriptive data relative to the extent to which the proposed program was developed in the limited time available.

Such information was sought as:

1. the family assistant's perception of his role, responsibility, and effectiveness;
2. the perceptions of the prekindergarten personnel regarding parental interest in the program;
3. parental attitudes toward the school.

---

[11] The following instruments utilized for this aspect of the data collection to be found in Appendix B: Family Assistant Interview, Parent Interview, Comments by the Interviewer.

[12] The funding of the lunch program was to provide a well-balanced noon meal for the children participating in the program.

CHAPTER III

SUMMARY OF THE FINDINGS

As stated in the initial introduction, the findings of the evaluation are being considered from the perspective of a continuum. The Expanded Prekindergarten, Kindergarten Report of 1965-66 and the 1966 Summer Report of the Child Development Centers offer a series of findings and recommendations to which this study is now added. Each successive examination of the Title I (and OEO), New York City Board of Education Early Childhood Projects is perceived as part of an ongoing endeavor to shed greater light on our understanding of better ways to increase success in achieving the goals of compensatory education for the target population. As a result, many of the stated findings of this 1966-67 program will be directly related to past experience, describing not only the current project, but also the trends, either static or changing, positive or negative, over the two year period.

The summary of the findings is divided into three major categories:

I - The Classroom Programs
II - The Administrative Structure
III - The Family-Community Component

Although all facets of the Expanded Prekindergarten Program are integrally functioning parts, some arbitrary segmentation was essential. As described in Chapter II, the development of the instruments required a gross division of the aspects of the program in order to more carefully describe the discrete parts. It was also necessary to begin to consider which factors within the program can be identified as crucial to the success of the program and which factors, though important, appear to have a less comprehensive impact on the total project. In describing the current findings, an attempt will be made to identify those parts of the program which can be delineated as crucial and therefore demand more careful attention in order to achieve a higher degree of success.

I. The Classroom Programs

The findings and recommendations in this section are derived not only from the observational instruments, questionnaires, and interviews described in Chapter II, but also from the current research available at this time dealing with the characteristics and educational needs of children from the inner city, most commonly referred to as "disadvantaged."

The classroom programs include the total set of experiences offered to the children under the direct supervision of the teacher. Although not necessarily an immediate aspect of the classroom program, a summary of the facilities, equipment, and materials is also reviewed within this category. Despite the fact that the provision of space and teaching tools is frequently considered an administrative function, the interdependent nature of the teaching task and the teaching tools directed this pattern of reporting.

Analysis of the classroom programs was perceived in three contexts: (a) those patterns of teaching behavior and children's responses that relate to the children's feelings as "school children," participants within the school setting, (b) those patterns of teaching behavior and children's responses that relate to the development of linguistic and cognitive skills and concepts, and (c) the provision of space and materials for learning.

A. The developing ability of children to participate and to function within the school setting.

In the past, the most successfully described parts of the experiences for the four and five year old children has been in this specific area, as reflected in the high ratings for teachers as warm and supportive.[13] Children's responses to the authority figures were also rated comparatively high on a scale from negative to positive.[14] In both previous reports, the comments were summarized in the following way: "School was a happy place to which to come and to participate."[15] Teachers have previously demonstrated their strengths in being able to develop in children a feeling of belonging, being accepted, and being respected as independent persons with unique interests and competencies.

A comparison of the ratings on teaching behavior from the summer 1966 report and this school year report (Table 3), describe an even greater success in this area. On the continuum scales of "harsh-kindly" and "supportive-rejecting," a significant increase is noted in percentage of teachers rated above the average mark.

Correlated data supporting these ratings are found in the assessment of children's behavior in the category dealing with expressed attitudes toward the teacher as the authority figure (Table 4). Again, a significant increase toward the positive end of the scale is recorded in a comparative perspective.

---

[13] Schwartz. "Preschool Child Development Centers in Disadvantaged Areas of New York City," summer 1966, Center for Urban Education, p. 52.

[14] Ibid, p. 52.

[15] Ibid, p. 50.

Illustrative observer comments are offered:

> The class is run like a good, all-around, permissive nursery school. There is a warm, harmonious, nonpunitive, respecting atmosphere; supportive and aware adults; opportunity for social growth; encouragement and help in becoming both independent and part of a group; freedom with use of materials.
>
> The teacher provides an easy atmosphere. Children are enthusiastic but she does nothing to stimulate or direct growth.
>
> The children were very free and relaxed and there was an atmosphere of warm acceptance in the room.

Those teachers who rated average or below average in that pattern of teaching behavior that establishes classroom atmosphere, represent the ever-present problem of teacher selection. The decrease (Table 3) in percentage of teachers at this low end of the range from the summer to this year is a positive sign. However, the existence of 20 per cent of the sample demonstrating less than acceptable supportive relationships with children is judged a measure of inadequancy in the program. If this percentage figure is applied to the total group of participant children (based upon the applied concept of sampling) this means that approximately 1,350 children were experiencing less than adequate quality teacher-child relationships within the school setting.

This existence of 20 per cent of the sample at the low end of the range does not obviate the conclusions drawn that the prekindergarten program has attained an even higher level of success in realizing one of the original goals of the project: the establishment of a positive attitude toward school.

One aspect of viewing the process of developing "comfort" within the school setting has been a consideration of the way in which children relate to the routines of the program (i.e., clean-up, toileting, snack periods). Table 4 offers comparative statistics in this realm. It is to be noted that there is no significant change in the findings from the summer report and this school year report in relation to the ways that children respond to the routine periods. A concern exists in interpreting this static situation: a reassessment of the basic import of children's responses during routine periods is indicated. Educators generally assume that the pattern of behavior of children in dealing with routine periods reflects their feelings of "comfort" in the school environment, i.e., children who evidence a high degree of self-direction can be described as having developed an excellent sense of belonging within this setting, and children who display resistant and/or compliant (obedient) behavior have a limited sense of belonging. With the apparent discrepancy in pattern change in relationship to the authority figure and relationship to routines, there is a need to perceive this behavior in another context. Does the behavior of children during the routine parts of the program reflect their interest in, and awareness of the sequence of activities concurrent with a sense of belonging? Or does it, in effect, reflect their inherent immaturities in dealing with sequence as related to their cognitive development? Although the higher frequencies of rating occurring at the upper end of the scales in both categories (Table 4) indicate a positive relationship between attitude toward authority figures and school routines, the discrepancy in upward movement does imply that other factors must relate to this second category. If, in fact, children's response to routines do relate to their cognitive development, a change in the way teachers perceive their role during these periods is indicated. Applying an instructional teaching pattern which helps children deal with sequence and order in the environment is warranted.

B. Stimulating the development of the linguistic and cognitive skills and concepts of children.

The generalizations made about the specific instructional settings observed are drawn from (1) the classroom observational data including both children and teacher, (2) the interviews, and (3) the questionnaires. However, in the estimate of the evaluating team the most significant data on the curriculum is gained from the classroom observations.

Analysis of this data is directed by the professional judgments of the observers and the currently developing theory with its implications for curriculum. One of the most recent publications summarizing the concerns of educators relative to the target population cites the following:[16]

> Characteristics of the disadvantaged child as compared to the advantaged child...fewer interests; their form of communication...tends to consist mostly of gestures, sounds (nonwords) and local words. Just as he has inadequate linguistic skills of expression, so has he inadequate linguistic receptive skills. He does not hear sounds as we pronounce them. He tends to "close out" many noises around him (including the teacher's voice).[17]
>
> The disadvantaged child has experienced no logical pattern in life; things just happen...his previous experience has been one of disorder, lack of sequential planning.[18]

The summary of these two authors represents, in general, the latest findings concerning the target population, and describes a direction for compensatory education. The poor achievement in linguistic skills leads current theory toward the goal of stimulation of appropriate language usage through interest-centered activities of the youngsters. Although many research programs are experimenting with a variety of task-oriented activities that will enhance this development, they direct their attention to increasing verbal input and output in the process of "doing."

---

[16] Loretan, J.O and Umans, S., Teaching the Disadvantaged, Teachers College, Columbia University, 1966.

[17] Ibid, p. 4.

[18] Ibid, p. 14.

Compared to the summer, teachers were rated higher in patterns of teaching relative to intellectual stimulation and verbal output (Table 3). However, there is still a residual deficit in this part of the teaching pattern as compared to the teaching behavior relative to the human relations factor.

In the interpretation of the rating for verbal behavior, it is important to note that the observers questioned the impact of the teacher's verbal output. In a number of classrooms, where the teacher was observed talking to the children frequently and at length, observers reflected that this pattern of teacher verbalization represented a continual stream of spoken language unrelated to the ongoing interest of the child. Conversations often appeared to interrupt concentration rather than enhance communication skills. This continual flow of words into the general classroom was questioned as to its effect on the reinforcement of the "tuning out" pattern that has characterized the disadvantaged child.

Those standard parts of the curriculum which were selected as the major vehicles for stimulation and expansion of knowledge, skills, and understandings were story periods, discussion and project periods, and trips out of the classroom. Projects, stories, and discussions were recorded as existent if observed occurring with an adult and two or more children. Although specific task-oriented activities also fall within this category, procedures within early childhood classrooms have generally developed such activities within the pattern of projects[19] rather than as individual skill-directed learning activities. The general observational instrument designed to record children's patterns of behavior therefore did not include this additional teaching procedure (i.e., individual child-directed learning activities). It was, however, recorded in another instrument to be discussed later in this section.

The frequency with which these activities were undertaken and the involvement of the children in these activities were considered important sources for assessing the instructional program. There is no assumption made by the observing team that any one of these activities, in and of themselves, is critical to a good program. However, they represent the body of activities by which the teacher plans for the stimulation in language and cognitive fields of learning, by adding new experiences to the children's reservoir.

An analysis of the data of Table 5 leads to the conclusion that these activities (excluding trips) are deficient in the programs observed. The greatest deficit is in the development of project activities. As noted, approximately one-half the sample population had no projects during observational visits. Approximately one quarter had no discussions and/or stories.

---

[19] A project, in this report, is defined as an activity which is goal directed, structured, and involves a multiplicity of tasks in sequence with two or more children participating, i.e., seed planting, cooking, setting up a terrarium, mural work, construction.

Table 6 offers data on the number of bus trips and walking trips reported by 28 of the 35 teachers in the sample population. The judgment of "fragmented" as compared to "orderly" was made in terms of the descriptions of the goals of the trips as given by the teachers. An orderly sequence of trips was indicated when the teacher related the goals of the trip to the ongoing class program or to other trips. A fragmented judgment was assigned when teachers indicated that the trip was unrelated to other activities or trips in the curricular plan. It is apparent that more teachers were able to build some orderly set of learning experiences through the planning of walking trips than with bus trips. Over one-half of the bus trip programs were judged fragmented from an instructional perspective. Teachers reported that the goals of a given trip were to "learn all about" the objects observed at the destination point (i.e., a trip to the zoo was described as an opportunity to learn "all about zoo animals").

It is important to note that there appears to have been an additional contributing factor to the problems identified with bus trips. The buses this year were reported to be available for only 1½ hours each session. This was considered an impeding factor relative to the kinds of trips (the teachers stated) they might otherwise have planned. Requests made by teachers to combine morning and afternoon groups and use a full day for trips were, reportedly, denied.

The trip pattern which took children to many different kinds of settings unrelated to any other kind of experience with the same type of objects (animals, etc.), is judged insufficient as related to the learning pattern of children this age. Educators are currently directing considerable attention to that aspect of teaching young children that is dependent upon an orderly and sequential exposure to learning opportunities, in a structured situation.

Further support of the judgment of inadequate instructional programs is gained from the comparison of ratings describing the children's involvement with materials during the play periods (Table 5). The decrease in percentage of programs in which children were involved with materials at the maximum level (first to second visit) indicates a lack of effective and meaningful stimulation. This is not to imply that these programs were judged at the other end of the continuum. The data, however, lead to the conclusion that the same pattern of moderately effective intellectual stimulation exists as was described in the two previous evaluations.

> The most poorly achieved goal (of these programs) was that of developing the children's ability to think and reason.[20]

Two additional sets of data further illuminate the instructional program: (1) the curriculum inventory filled out by the participating teachers and (2) the observed classroom content forms. Table 7 offers a summary of the curriculum content observed by the evaluating team. It is evident that teachers were more keenly aware of the challenges to stimulate language development than any other aspect of the curriculum. The predominant instructional behavior of the teacher was that of extending vocabulary. The high percentage of life science activities recorded is misleading because the presence of an animal in the classroom was sufficient to check evidence of this type of learning situation. Observers noted frequently that the only evidence of life science activity was the presence of "one turtle" in the room.

---

[20] Schwartz. "Preschool Child Development Centers in Disadvantaged Areas of New York City," summer 1966. New York: Center for Urban Education, p. 56.

Observed content activities, or evidence thereof, in all categories except language development ranged low on the percentage scales.

In contrast, teachers reported highly developed curricular experiences in almost all areas selected for observation. They further reported that these extensive activities within the specified content areas take place daily and weekly. Illustrative activities described in the curriculum inventory indicate that teachers are well aware of the conventional kinds of experiences that enhance learning in such areas as are listed in the inventory. The most significant factor identified in analyzing these inventories was the high percentage of organized games and projects listed as compared to the limited number of activities listed for the development of basic routines and procedures within the classroom. (I.e., teachers identified games made up for the express purpose of helping children enumerate, but they failed to list activities such as counting out cups, napkins, and cookies for snack periods.)

Although the inventories reflected some confusion relative to what types of instructional activities foster specific learnings in the content areas, teachers generally demonstrated a better than adequate understanding of the variety of teacher-directed activities that could be effectively directed toward desired learnings for this target population.

The disparity between reported daily activities in the teachers' inventories and the observed content is difficult to analyze. Accepting the probability that observers missed some evidence of ongoing activities, it is not to be assumed that they missed recording the games and task-oriented activities as described by the teachers. Though it is also highly probable that teachers limited the amount of organized activities undertaken with an observer present, it is still difficult to account for the significant discrepancy between the observed program and the reported program.

Illustrative comments of the observers offered for those classrooms judged as "warm," "friendly," etc., give rise to this dilemma.

> Though there was great emphasis on verbal skills, the math area was neglected. Discrimination training was nil. In the physical and social sciences there was nothing...the atmosphere was lovely but there were great gaps in the program.
>
> In this warm, comfortable classroom there were large omissions in content areas. The little teaching that could be observed was incidental, leading the observer to wonder if, in truth, it was not ACCIDENTAL.
>
> There was a striking lack of instructional moves.
>
> There seems to be no room in this classroom for experimenting and talking about it.
>
> Little intentional teaching went on.

The high percentage of these kinds of comments by the observers are to be contrasted with the few times they cited an optimal kind of program. One illustration of such an observed program is offered:

> This teacher was OUTSTANDING. She took advantage of all situations throughout the morning in terms of potential for learning. This she did without being didactic. For example, when getting paint out for the easel, she invited the children to observe as she mixed the paint (blue and light blue), asking the children to talk about what they saw, rather than telling them what they were seeing. She used routines well to help the children develop independence, reminding them of procedures without seeming to give directions or commanding them. She did not ask questions in group discussions or instructional periods that the children could not bring some response to -- that is, she showed them something, told them something, or did something and then asked for a response.

In the opinion of the evaluating team, the diminishing involvement of the children in play activities and the pattern of involvement in the organized periods lends support to the validity of the recorded observations. If, in fact, the teachers were carrying on the extensive activities described, it is doubtful that they were undertaken in a manner that genuinely involved and stimulated the children toward the intended goals. The total program appears to suffer from a similar unrelatedness or fragmentation as illustrated in the analysis of the trip program.

In the interviews with teachers regarding their feelings about in-service educational programs (Table 8), the high percentage of teacher-requests for workshops on content headed by subject matter specialists is evidence of the teachers' awareness of inadequacies in the instructional programs. Several comments from teachers further focused the confusions surrounding the question of what is considered an appropriate curriculum content for these youngsters.

> Shall we run a regular nursery school program or shall we run a regular kindergarten program?
>
> They tell us that the nursery school program is not enough, and that these prekindergarten programs are not to duplicate kindergarten programs. What's left?
>
> If we let these children play and enjoy the materials, we're "baby sitters" and then if we try to develop instructional activities, they say we're teaching kindergarten -- the kids will be bored next year. No matter what we do, it's wrong.

C. The provision of space and materials for learning.

A brief summary of the findings relative to the teaching tools contributes to an understanding of the developing instructional program. The table of observed equipment (Table 9) offers some data. However, it is to be noted that many teachers who complained about the lack of supplies, and/or late deliveries had supplemented the classroom equipment by getting donations, borrowing from other classrooms, and/or bringing in their own materials. The descriptive data in this area is not totally reflective of materials provided by the Board of Education. The existence of materials in the classroom does not indicate to any degree how, and under what conditions, the materials were utilized. However, it is important to note that the science area appeared to be most neglected. The woodworking area was also neglected, but in this case there is some indication that this was due to the teachers' lack of familiarity with the type of activity rather than lack of materials. Woodworking benches were frequently used as book tables, teachers' desks, or science tables. Teachers commented that they didn't "trust the children with the tools."

Two other significant deficits in the equipment were the props for adult male play and the more currently developed tools for language development (i.e., tape recorder and flannel boards).

No major conclusions are drawn relative to the equipment in these classrooms. Additional equipment, with appropriate guidance to the teacher in its use, is desirable. Effective utilization of existing equipment could make a major difference in these programs.

In summary, all data leads to the conclusion that the design for the instructional program, though improved over previous programs, remains the weakest part of the total curricular experience. Teachers express the need for help in this area and the insufficiency in observed content supports their feelings that they need help. Though they apparently are more aware of the instructional needs of the target population than was found previously, they need to develop and refine their skills for initiation and guidance of appropriate activities, in context and in sequence, in the daily programs.

II. The Administrative and Supervisory Structure

The data obtained relative to the administrative structure were accumulated through a series of interviews of all key administrative and supervisory personnel as well as of the classroom teachers.

Each time an analysis of an administrative plan is undertaken, a major consideration has been the efficiency of that structural plan. This efficiency stems from the clarity of the hierarchial structure for decision making and the assignment of role and responsibility. This efficiency is simultaneously dependent upon the congruency of perception of the goals and procedures of the program for the total body of personnel assigned to implement the program at the upper end of the hierarchy.

Due to the interdependent nature of these two facets of the administrative construct, no attempt will be made to discriminate between the assignment of roles and the perception of goals as determining factors in the problems that were identified through the course of the evaluational procedure.

The primary finding of the evaluation was that no precise hierarchy could be described. There was no predesigned pattern to the authority structure that could be ascertained. Though the Early Childhood Bureau established basic outlines for the program implementation, an orderly examination of the administrative procedures was found to be extremely difficult. Board of Education decisions were made concerning the number of classes per school, the size of classes, the allocation of monies for the hiring of specified personnel, the assignment of a district supervisor, and the purchase of materials for the classrooms. However, the factors of high variability, not prescribed by the Board, were (1) the selection of the prekindergarten staff,

(2) the assignment of tasks for this body of personnel, (3) the decisions for enrollment, (4) the assignment of an administrative decision-maker, and (5) the in-school supervisory procedures.

Table 10 lists the administrative person who was reported to be supervising the programs within each given school in the sample. However, the evaluating team noted that frequently this was a titular post, having little relevance to the actual procedures. Approximately one-half of the schools were reported to have the assistant principal supervising the prekindergartens. The rest reported a sharing of this role between the principal, assistant principal, Early Childhood Education supervisor and an arbitrarily selected "head teacher." The most revealing comments (one-third of the sample) indicated that neither of the two school administrators was actively concerned with these classes, serving the youngest groups in the school. The amount of time reported to be given to supervision is also indicative of the confusion existent in this area. Over one-half of the school administrators reported spending less than ten per cent of their administrative time supervising the prekindergartens. In addition, there was an apparent lack of communication between the two administrators reflected in contradictory statements concerning the amount of time spent on supervision of the prekindergartens.

The problems resulting from the lack of definition of the hierarchial structure, although extensive in numbers and diverse in nature, have two common threads:

1. the major utilization of administrative time was "crisis oriented,"
2. frustration, anger, and/or hostility was evident between the members of the staff of certain schools.

A summary of the findings from the principal and assistant principal interviews offers clear illustrative evidence of these two common threads. The multitude of needs cited, with little reference to a consideration of who is responsible for planning to meet these needs, illustrates the core problem.

Administrators' Perceptions of Program Needs

1. Articulation between the prekindergarten program and the rest of the early childhood curriculum:

> The prekindergarten and kindergarten curriculum overlap.
>
> A kind of structure should emerge that grows out of the prekindergarten and is not a repetition of this first school experience.
>
> A specific plan for articulation upwards as well as continuity.

2. A clear delineation of the role and responsibility for each person assigned to participate in the classroom:

> The aides had nothing to do many times and refused to help in other parts of the school.
>
> There are too many adults in the classroom.
>
> Clashes between the professionals and nonprofessionals take much too much time.
>
> Internal tensions and jealousies within the total staff of the prekindergarten are exorbitant time wasters.
>
> There is an overabundance of people in the classroom who do not have clearly defined responsibilities. We need all these people, but they are not put to best use.
>
> We need a role differentiation between the Family Assistant and the Family Worker.
>
> The role of the para-professional is ill-defined.

3. More clarity on appropriate curriculum content for the prekindergarten:

> We need more discipline and structure in the prekindergarten.
>
> I would like to see developed special materials for the prekindergartens; materials that are found only in the prekindergartens -- not even in the kindergartens. We need more research to determine the goals of the prekindergartens and the materials to meet the goals.
>
> The program needs more structure.
>
> We need an expansion of the curriculum for these programs.
>
> We need curriculum guides.
>
> I would like to see more skill work in the prekindergartens.
>
> ...need more structure: children need vocabulary, routines, and not just 'tender loving care'.
>
> ...teachers don't know enough about the job to be done.
>
> I have a strong feeling about learning, and the teachers want to be 'baby sitters'.
>
> Teachers don't do enough REAL teaching.

4. Standardization of administrative and supervisory procedures toward the goal of developing more effective programs:

> What is the role of the principal in these programs? I don't know.
>
> The Early Childhood Education supervisor did not come (to this school) once this year. We need her.
>
> I'm not really an early childhood person, so I don't really know how the programs are doing.
>
> This program needs more direction and organization so we don't waste so much time on the continual crises.

5. Improvement in channels of communication, based upon a common understanding of the goals of the program for the purpose of expediting changes and adjustments where indicated:

> "We need in-school meeting time for the prekindergarten staff."

> The assistant principal should be included in the in-service programs.
>
> What are the goals of this program? To give work to the unemployed or to teach these young children? This question must be answered.
>
> The school should return to its original role as an educational institution and not a social service agency.

Additional comments in this category reflect a widespread divergence of opinion concerning the conceptual view of the meaning and intent of the prekindergarten program. These comments, by virtue of the contradictory nature of the recommendations for change, reflect considerable confusion in understanding the theoretical construct guiding the development and implementation of the project.

Recommendations included: more personnel, less personnel; more meeting time, less meeting time; larger classes, smaller classes; full day programs, cut out lunch program; more social services made available, eliminate social service activities; eliminate the nonprofessional, add more nonprofessionals; eliminate the family-community component, increase activities in community relations.

6. Continuity based upon dependable funding in advance:

The essence of the responses in this area reflect a genuine concern for the problems that result from the tentative nature of the funding. Loss of adequately prepared nonprofessionals who could not wait for funding to occur was cited as an outstanding problem. In addition, the modification of the program midyear -- which added a lunch program and expanded the family-community program -- was frequently cited as a disadvantage rather than an advantage, basically due to poor timing.

Generally, in-school administrators expressed varying forms of resentment and frustration in facing the task of accommodating these programs within the existing structure. They responded to the task by:

1. apparently ignoring the existence of these programs;
2. spending varying amounts of time directed to aiding and assisting the programs;
3. making decisions that directly violated the project proposal.

In approximately 25 per cent of the schools the neglect of the programs (point one above) was ascertained by the administrators' statements checked against teacher statements. When there was a congruence of response referring to a lack of contact between the two roles, the judgment of "neglect" was applied.

Those administrators who reported a strong interest in, and concern for the programs stated that lack of time and the multiplicity of problems in implementing these programs prohibited them from directing any effective attention to the instructional programs. They expressed genuine concern for this deficit.

At the other end of the continuum, there was a body of administrators who were reportedly "blocking" the program. This impeding of the program was reflected in (a) assignment of nonprofessionals to duties unrelated to the prekindergarten, (b) refusal of permission to take trips, (c) requesting weekly "plan books" which specify instructional activities (pressure to begin, in prekindergarten, the reading-readiness programs of the kindergarten level), (d) utilizing equipment and materials earmarked for the prekindergarten in other than prekindergarten rooms, (e) refusal to release available school space for parent activities, and (f) refusal to hire the prescribed number of nonprofessional personnel. In one extreme case, the principal attempted to increase the enrollment above the prescribed maximum limit. Also, in one instance, the lunch program was found to be incorporated into the 2½ hour instructional program.

It is essential to note that no value judgment was applied to this description of violations of the proposal. Rather, these violations were perceived as evidence of a lack of reasonable hierarchial structure and a reflection of the confusion that results when there is no clearly identified authority figure with the necessary allocation of time to execute the assigned task.

In-school administrators were faced with many problems that called for resolution. From their perspective, the insufficiency of administrative time and the lack of effectiveness in parts of the program required some immediate decisions. IN ALL INSTANCES where violations of the project design were ascertained, the administrators involved expressed explicit reasons for their decisions. Whether each of these decisions was a result of inadequacy of knowledge, commitment, time, or administrative skills, are not of concern. The critical concern is that violations of the proposal were extensively found and there was no recourse, in an orderly authority structure, for the participants to seek help. Similarly, the lack of congruency in perceiving the purposes and procedures of the program is deemed a crucial deficit. It is a misuse of evaluative procedure to direct attention to an analysis of problems that emerge from an insufficiency in the project design. Until the task of specifying an orderly administrative and supervisory structure is met, the multiplicity of problems will continue to occur.

Despite the numbers of problems ascertained, the majority of in-school administrators expressed the opinion that these programs should be continued (Table 10). The values perceived do indicate strong positive feelings:

From the family-community perspective:

> Better relationships were developed between the homes and the school.
>
> The community involvement was an aid to better understanding.
>
> It engendered good will by bringing services and personnel to the schools which have long been sought and needed by the community.
>
> It helps parents and children have a positive attitude toward the school. It is worth the investment because the school is now seen as a source of help by these people.
>
> The school is a major social service agency now, which is good.
>
> It is the best thing that ever happened to the school, the children, and the community.
>
> It brings the families into the school earlier. This year's volunteers are probably a result of wide interest and knowledge due to the family assistant who moves around the neighborhood well.

From the educational perspective:

> It does wonders for the children...provides a wholesome environment and food for them while in our custody.
>
> It provides an earlier beginning for the children.
>
> We've had it for two years and there are noticeable differences in the children who had prekindergarten and those who have not.
>
> A great deal of learning is going on for these children. But the potential is not yet realized.

Supervision and In-service Education

The supervision of the educational programs and the planning for the in-service education was reported to be the assigned task of the Early Childhood

Education Supervisor in each district. The patterns of supervision and the extent of responsibility assumed by these district supervisors varied considerably. Some functioned as consultants, while others functioned as decision-makers. The research team judged the consultant approach, as described in interviews, as ineffectual in dealing with the complex problems.

The primary evaluative consideration is the availability of time as related to the supervisory load. A brief summary of the supervisory load is given in Table 11. All but one of the ten supervisors interviewed cited a lack of time as one of the major unresolved problems. This stated limitation appeared in the data collected from the teachers and in-school administrators. There appears to be a consensus that the Early Childhood supervisors were not fulfilling the supervisory needs of the programs. The reasons for this deficit, however, were not mutually agreed upon.

The criteria established for scheduling supervisory visits is also cited in Table 11. One-half of the supervisors scheduled visits "by need" which is judged to reflect the "crisis approach" to supervision. No orderly inquiry was made relative to the ways in which these supervisors ascertained when "need" existed. There is some indication, derived from all interview sources, that the channels of communication between the schools and the district office were limited and ineffective. Some teachers reported that they were unable to complete an initiated contact with the supervisor. Others reported that they never tried to reach the supervisor although they felt a need for help. Still others implied, but did not directly state, that they did not feel it was their "place" to seek direct help from the district supervisor. In several instances, teachers were discouraged from taking any initiative by the in-school administrative personnel. In summary, the described "by need" criteria for visiting the prekindergartens was judged inadequate by the evaluation team. The highly restricted channels of communication prohibit appropriate flow of information that could lead to success with this pattern of supervision.

Despite the time problems, the district supervisors reported the perception of increased accomplishments this year as compared to last year. The major factor in the resolution of problems and the increased effectiveness of the programs as perceived by the district leaders was the time allocated for orientation and in-service meetings. In addition to the orientation program before the opening of school and the spring set of in-service meetings that were funded, several districts established the procedure of monthly voluntary in-service meetings. These voluntary meetings were reported to be well-attended except in those few districts where it was reported that the United Federation of Teachers exerted pressure on the teachers not to attend meetings after school hours unless compensation was made. The positive results perceived as an outgrowth of the more extensive orientation and in-service program were stated as:

a. greater success in resolving intra-staff problems;

b. better room arrangements;

c. better team approach in the classrooms;

d. improved trip program;

e. better curriculum;

f. smoother school opening with children adjusting more rapidly.

These meetings were also viewed positively by the teachers who consistently stated that they would like to see more meetings, better spaced, throughout the school year (Table 8). This demand for more meetings, though expressed in diverse ways, permeated the interviews of all professional personnel.

There was a consensus that the sets of problems that could be resolved by regularly scheduled meetings including all participant personnel were those that have continued to appear in both previous evaluations. These are:

a. unclear definition of role and responsibility;

b. limited knowledge, understanding, and skills of the nonprofessionals;

c. lack of coordinated teamwork;

d. lack of clear definition of educational goals and patterns of implementation;

e. competition and conflict within staff groups.

Between the fall orientation programs and the late spring in-service meetings, no regularly scheduled time was available for the express purpose of analyzing and planning for the resolution of identified problems in the programs. Though some school groups devised plans to accommodate this need, all expressed feelings that these plans were inadequate.

The unresolved problems cited by the Early Childhood Education supervisors differ little in nature from those perceived by the in-school administrators (p. 28-30).

1. Only one social worker for three schools.
   Teachers need time for staff meetings.
   Articulation poor between the prekindergarten and rest of grades.
   Foreign language interpreter needed.
   Space inadequate for prekindergarten program.
   Lack of supervisory time.

2. Need weekly meetings in school and monthly meetings in district.
   Need better team approach.
   Articulation upward poor.
   Lack of supervisory time.

3. Role of parent in program poorly defined and executed.
   Lack of qualified teachers for this level.
   Violation of nonprofessional role.
   Jealousy of the kindergarten teachers of prekindergarten teachers (services available to the latter and not former).

4. Greater articulation in school needed.
   Lack of understanding of administrative personnel.

5. Auxiliary help not hired and/or misused.
   Lack of supervisory time.
   Need a special Early Childhood Supervisor in each school.

6. Supplies not delivered and/or misused.
   Families late in picking up the children.
   Lack of supervisory time.

7. Limited physical space.
   Poor facilities.
   Teachers not able to reach parents.
   Young teachers do not know how to work with older indigenous personnel.
   Lack of supervisory time.

8. Lack of education of parents and community re value of the program.
   Lack of time for developing community relations.

9. Administrative hostility resulting from administrative overload.
   Lack of supervisory time leading to fragmented supervisory pattern.

10. Administrators fail to understand goals of program.
    Lack of articulation through the grades.
    Irregular development of program.
    Lack of space and materials.
    Family-community program poor.
    Lack of supervisory time.

It is to be noted that comparison of the perceptions of these two groups support statements made by the majority of personnel interviewed that the district supervisor is carrying too large a load, at too great a distance from the daily ongoing programs, to be able to clearly distinguish the patterns of problems. The fact that fewer problems were cited by these supervisors as compared to those identified by the in-school administrators is judged significant.

Interviews with the teachers further supported this reported alienation of the district supervisor from the school programs:

> The ECE Supervisor is "nice." She came once and stayed a few minutes.
>
> I only saw her once. She did help us that visit.
>
> I did not see the supervisor this year.

These teacher responses indicate that although supervisors reported visiting all schools in the district at least once, there is evidence that the supervisors did not always have a chance to spend time in all the Early Childhood classrooms during the reported visit.

In those instances where the supervisor did spend measurable amounts of time working with a program in a school, the enthusiasm for the effectiveness of the role of the district supervisor was clearly stated.

Some Selected Aspects of the Administrative Structure

A. The target population: much discussion occurs each year as to the question of whether the target population is being served by these programs. Questions directed to this area of concern elicited the following:

> Eleven schools in sample: all personnel expressed opinion that the target population WAS being served.
>
> Five schools in sample: personnel expressed the opinion that the target population was NOT being reached.
>
> Four schools in sample: personnel felt that the enrollment included approximately one-half of the target population and one-half more advantaged families in community.

Despite the divergence of opinion about many other aspects of this project, there was a striking uniformity of opinion in each school relative to this question.

B. The procedure for closing one Monday each month to allow for home visits: among the teachers and district supervisors there was a consensus that this procedure was an asset to the program. The school administrators had mixed reactions. The perceived values of this procedure more appropriately fall within the category of the family-community component despite the fact that this procedure was in existence before the additional funding midyear (see Part III of this chapter).

C. Nonprofessionals assigned to the classroom: although there was a reported improvement in the utilization of nonprofessionals in the classroom, this aspect of the program continues to reflect many problems leading to confusion, frustration, and/or hostility (Tables 12-15). As stated earlier, it is difficult to assess the meaning of these identified problems until some orderly supervisory structure is developed to serve these programs. It is poor practice to employ a variety of nonprofessionals to work with children without further providing some regularly scheduled weekly procedure whereby these auxiliary classroom personnel can be guided by the professionals in developing an understanding of the task, the children, their role, and cooperative procedures.

The source for selection of the nonprofessional personnel was also identified as a problem for examination. Administrators reported difficulty from three perspectives: (1) the competition for these jobs placed the school in a delicate position with the community when making a decision, (2) the lack of adequately qualified personnel in the community, and (3) the role of such agencies as HARYOU in certifying applicants.

Relative to point three above, this was an unexpected body of information that cannot be assessed in an orderly way at this time. However, the notations of the observer are included for the purposes of follow-up analysis by appropriate Board of Education Sources.

> This year, the school administration asked for the aides currently employed (from the summer). However, there were many problems with HARYOU. The aide and family worker went to HARYOU offices seven times and were refused application blanks (which ostensibly are available to everyone). They received nasty treatment; aides reported that people at HARYOU give jobs to people outside of the school neighborhood. Apparently HARYOU controls the placement of nonprofessionals in this area.
>
> Clearly, there is a major problem here. Certainly a question can be raised concerning the continued participation of HARYOU in giving applications and sending people to the schools when they don't even use personnel from the school neighborhood. This condition should not continue unchecked.

D. Attendance and attrition: the attrition rate continues to be low in accordance with the findings of the previous evaluations. The attendance rate is describably lower than in the summer program, but does not indicate any major significance due to the fact that illness, among children of this age, tends to be higher in the winter than in the summer.

From the total body of interview data, a composite of recommendations for consideration have been drawn. As stated earlier in this section, it is difficult for the evaluation team to select recommendations in any one of these specified areas until an effective administrative and supervisory structure is established. However, it might be advantageous to make some adjustments in the program that will expedite the administrative functioning.

The recommendations listed appeared frequently enough to warrant analysis by the Early Childhood Bureau as they implement plans for next year.

1. Decrease the number of nonprofessional personnel in the classroom from three to one. Consider assigning one full-time teacher and one full-time assistant teacher plus the family worker.

2. Establish procedure for a one-half hour to one hour weekly meeting of prekindergarten personnel in each school to occur after school hours.

3. Assign one qualified Early Childhood supervisor to each school to coordinate the development of the total prekindergarten and kindergarten program in all aspects in each school. This person, with the delegated authority to hire nonprofessional staff, guide staff development including professionals and nonprofessionals, guide the development of the family-community program, and coordinate the early childhood curriculum with appropriate articulation from the prekindergarten through the first grade.

4. Withdraw prekindergarten programs from those schools lacking adequate facilities to house them.

III. Family-Community Component

This part of the prekindergarten program was funded in midyear. Any evaluation of a program that has been imposed on a pre-existing structure for only one-half the term of the project, is limited by virtue of its lack of regularity of onset and implementation.

The analysis of the data leads to two major considerations: (1) a brief summary of the patterns of implementation of the family-community part of the program and (2) a consideration of the meaning of the problems as ascertained.

A family assistant hired for each school was assigned the general task of improving school-community relations.

Of the twenty schools in the sample, problems that crippled the program were identified in approximately one-third of the group. These problems included such factors as no parent room assigned, no supervision offered the family assistant, and/or the family assistant assigned to other than prekindergarten duties (Table 16). Apparently, the structure for the supervision of this nonprofessional was unclear. There was great variability in the assignment of the identified supervisor and the patterns of supervision. Several family assistants were unable to identify their supervisor.

For those family assistants who were able to have a family room and begin to develop an in-school family program, the success factor as determined by attendance is questionable. Reportedly, no equipment and/or materials were provided for the development of these programs, although limited petty cash monies were allocated. These statistics give rise to a series of important questions concerning the intent and design of the family-community component. It was difficult to ascertain from the participants what this family assistant role was intended to accomplish; general statements comprised the concept of improved community-school relations and giving needed aid to selected families in the community.

It was clearly ascertained that a nonprofessional from the immediate community was to be hired for a forty-hour week to direct her activities to bridging the gap between the school and the community. Eleven of the twenty interviewed were active members of the executive board of the PTA in that school. This was considered indicative of an awareness on the part of the in-school administrators that there was a need for a person who could move out into the community from the school and be known by school families.

The variety of problems relative to fulfilling of the role of the family assistant are listed. These represent the perceptions of all personnel interviewed in the project including the family assistant.

a. Job definition: goals and procedures too general to serve as an effective guide for the large body of persons involved.

b. Conflict of loyalties in fulfilling this role.

c. Lack of appropriate guidance and supervision for this nonprofessional involved in a form of social work.

d. Lack of professional resources available to the family assistant in process of attempting to help families in the community.

A. The lack of a clear job definition including some orderly listing of specific goals and procedures has continued to hamper the effective development of many facets of the prekindergarten project this year as well as in the past.

The task of selecting a procedure for working in the community has led to various implementation patterns. In some instances (approximately one-third of the sample), this task was reported to be considered too great and the family assistant was redirected to nonprekindergarten in-school duties. The administrators following this pattern expressed genuine concern regarding this implied procedure of sending nonprofessionals into the community to represent the school for the purpose of fulfilling poorly defined goals. In other instances the evaluators reported that the family assistant expressed frustration as to the problem of selecting working procedures. Some family assistants were reported to follow an avoidance pattern (i.e., they stayed in school, filling their time with numerous clerical duties and/or wandering about the building).

It appears that one of the directives for the family assistant was to coordinate the participation of the family workers. Considering the variety of problems ascertained re the effective involvement of the family assistant, it seems ill-advised to further complicate the task by adding supervisory responsibilities.

B. Conflict of loyalties appeared to be a genuine problem in those settings wherein the family-community aspect of the program was conscientiously developed. This conflict of loyalties as reported stems again from poor definition of role and lack of professional resources. One family assistant expressed the problem:

> I really don't know where I owe my loyalty. I'm supposed to help the families in the community organize themselves for some positive action on their problems. The biggest problem in this community is the way they feel about the school. They don't like the school and don't feel that it's doing right by their kids. So when I talk to them, I tell them the best thing to do is see the principal. When parents begin to line up in the office to complain about the things that bother them, the principal looks at me and questions what kind of trouble I'm causing. What do I do? Do I ignore their complaints? Or do I continue to get in trouble with the principal? I just don't know. I'm hired by the school so I should be loyal to it. But I'm supposed to help the families. That's what I'm paid for.

C. The lack of appropriate guidance and supervision is illustrated in Table 16. The results of this deficit were reflected in a variety of responses ranging from the one extreme of anger and hostility to the other extreme of total withdrawal from the job.

D. When the family assistants do enter the community to begin to work with families, they find numerous problems with which they feel unprepared to deal. They expressed the feeling that this task needs professional resources. Although the project design did provide for a limited number of specialists to work in the schools, there appears to have been considerable variability in implementation. (Overload was an apparent factor with specialists; but no orderly data was collected relative to the utilization of psychologist, social worker, etc.)

In summary, it appears that this added part of the prekindergarten program faced extensive problems. It also appeared to engender a large amount of hostility, frustration, and describable violtions of the use of funds allocated for family-community work. Once again, as with other parts of the prekindergarten project, these problems were not evaluated as a reason to eliminate the concept of the family-community component from the design. Many responses from all personnel led to the conclusion that the intent of this part of the program is to be valued.

Part of the procedure of the project re encouraging the school to extend itself into the community was the monthly Monday closing which released teachers, aides, and family workers to visit with the families and children in the homes. Although this procedure, as mentioned earlier, was not part of the added funding (i.e., it was established at the onset of the school year), it enhanced the concept of the family-community component to a greater degree than the later aspects of the program. Teachers responses to this procedure, en masse, were enthusiastic.

> This is one of the best parts of the program.
>
> This is a must for future planning.
>
> This is one of the most rewarding parts of the program. The parents are happy to welcome us into their homes. They seem comfortable and relaxed. Many parents that were only called to the school for negative reasons are now approachable by teachers for a positive reason. They are not reluctant to come to the school after these visits.
>
> This experience is the most valuable part of the program, for in the home situation the parents are more at ease and willing to discuss their problems.
>
> It is a marvelous way of gaining and giving information to those we might otherwise not see.
>
> Some of the parents were skeptical of the visit, but afterwards, I found them more friendly in school.

The directives appear to be that the operational procedures for the amended family-community component need restructuring. These procedures further need to be related to a uniformly stated, detailed set of goals accompanied by implementation patterns.

In an attempt to further ascertain the attitudes of parents toward the school, 47 parents were selected utilizing the stratified random sampling procedure. Thirty-eight kept the interview appointments. Within this group there were only two or three parents who described any dissatisfaction with the prekindergarten experiences provided their children. These few negative remarks concerned a desire for more academic work for the four-year-olds. The majority of parents felt that their children had benefited, and were able to detail the ways in which this benefit had been perceived. Approximately one-third reported that they had become more involved in the school this year and viewed it as a positive force in the community. An additional one-third expressed positive feelings about the school but had not participated any more this year than in previous years. The remaining third were judged as disinterested in the school as an institution, though interested in utilizing the services provided for their children.

The school in which the largest number of selected parents failed to appear (three of eight were interviewed) was one that was judged at the lowest end of the range in implementing the family-community component. In this same school, the comments of the teachers and administrators indicated a basic disrespect for the parent population: "I could have told you they wouldn't show up. They don't care."; "It's a waste of time to bother with them."

The conclusions to be drawn from the representative sample of parents is that this part of the program has the potential for improving school-community relations. Parents value school programs that help their children.

At this level, they do not apply as rigorous standards to the educational endeavor as the professionals do, and therefore it is an optimum period for building channels of communication that can serve both the school and the homes as the children proceed upward through the academic stream.

Lunch Program:

The lunch program provided lunch for children in both sessions of the expanded prekindergarten program. Although much less complicated in nature, the lunch program faced several of the same problems as the family-community program in that it was added midyear to an already operating structure. There were negative responses from all levels of personnel relative to the time and effort required to accommodate this new procedure midyear. It was reported that the ongoing instructional programs were set back while energies were devoted to establishing this routine. While the intent of the lunch program was not questioned to any measurable degree, the timing of its implementation engendered strong negative feelings toward the central office of the Board of Education.

The procedures appear to need some reassessment. The problem of food selection and waste were identified again this year as in the summer program. The problems of supervision of this part of the program by nonprofessionals was seriously questioned. The timing for the lunch program for the children placed some schools in difficulty in terms of traffic problems resulting from the arrival and departure times which conflicted with other school schedules.

If the project is to continue to include a lunch program, it seems advisable that it be uniformly initiated with the rest of the program, or dropped for that academic year.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of the report have been developed in line with the findings in Chapter III.

I. The Instructional Program

Compared to the findings of the prekindergarten report of 1965-66, there is a clear trend of change in emphasis from the traditional concept of "nursery school" to an emphasis on "compensatory education" for the target population. The implementation of this change in curriculum pattern, however, is still in the infancy stage, reflecting lacks in comprehension of the educational deficits of this population as well as a lack of criteria for selection of the kinds of structured, sequential, in-school experiences that will stimulate and encourage growth in the linguistic and perceptual-cognitive skills.

As in the 1965-66 report, teachers were rated as warm, kindly, and supportive in their relationships with children, but lacking in those pedagogical skills requisite for the described task. Among those teachers who rated the highest in general teaching behavior, there was a body of correlated data indicating limited success in involving the children in ongoing developmental activities on a sustained basis. Similarly, teachers expressed a strong desire for more precise knowledge and professional skills in terms of the kinds of curricular activities, sequentially ordered and interrelated, that will enhance the achievement of greater linguistic and cognitive skills appropriate to the target population.

Recommendations: An orderly and intensive orientation and in-service program for teachers and auxiliary personnel is strongly indicated. This in-service program needs to specifically detail the most recent educational research findings describing the pattern of educational deficits of the target population. A simultaneous intensive study of the sequence of activities and a pattern of teaching behavior that will lead to an optimum development of the linguistic and cognitive skills is required. The suggestion for the utilization of subject matter specialists who are cognizant of the developmental patterns of young children is deemed an excellent one. If these specialists are able to work with teachers in workshop sessions exploring the variety of activities that stimulate development toward the desired goals, teachers can gain the needed competency to accompany the accumulation of greater educational knowledge.

The majority of teachers have demonstrated their ability to relate successfully to the social-emotional needs of these children within the school context. Their expressed demand for greater depth and breadth in understanding ways for implementing the instructional program that is not merely a premature kindergarten or first grade program should not be denied.

II. The Administrative and Supervisory Structure

Essentially, the administration of the program (both reported and observed) gave evidence of significant problems eminating from the fact that no clearly identified hierarchical structure exists. In most cases, the principal and/or assistant principal held prime responsibility in a given school for the administration and supervision of the prekindergarten program. There was evidence of lack of clarity in their understanding of the goals to be achieved as well as little criteria for judging the achievement of the defined goals. Although enthusiastic and interested in the potential contribution of this program in the educational continuum, administrators evidenced considerable difficulty in dealing with the multiplicity of problems relative to the prekindergarten part of the early childhood curriculum. These administrators expressed, in a variety of both positive and negative ways, their concern in terms of lack of administrative time available to help coordinate the work of the professional and nonprofessional assigned to a given classroom, and to the program. Similarly, Early Childhood Education supervisors faced the same problems of "overload." Thus, all administrative and supervisory personnel reported a general trend of organizing their time to deal primarily with "crisis situations," leaving little time to give to the development of the instructional program.

Recommendations: A variety of suggestions have been offered from both school sources and the evaluation team to alleviate this confusion, conflict, overlapping, and lack of efficiency in achieving effective supervision of this highly complex program.

As a comparatively new program on the educational scene, a serious examination of realistic expectations is called for at this time. Questions such as the following need explicit answers on a policy level: Is this project primarily an educational endeavor or a service project to offer employment to indigenous members of the community? Can the school be expected to assimilate the task of offering employment to nonprofessionals as well as fulfilling the complex task of developing and implementing an effective curriculum for compensatory education?

There is a strong consensus of project participants and evaluators that should this project be structured again next year as it has been this year with the relatively large numbers of professional and nonprofessional personnel, a specified prekindergarten and kindergarten supervisor is needed who has both the authority and time to do the job. This requires a serious cut-back in supervisory load to one or two schools per supervisor. With the impending addition of aides to the kindergarten program, it becomes imperative that early childhood specialists be assigned who have the unique competencies and time available to develop successfully cooperative and mutually complementary working relationships between professionals and nonprofessionals within the project, as well as between the prekindergarten project and the rest of the school program. The data indicates that this type of cooperation cannot be achieved under the present administrative structure and still fulfill the initial goal of developing a high level instructional program for the children. Further, as this program continues to approach its goal, it becomes imperative that the rest of the school not only understand and value the prekindergarten program but also adapt the curricular experiences along the continuum, to adjust to the expanded learning fostered at the beginning school level.

III. The Family-Community Component

An outgrowth of the findings within the administrative structure has been a confusion in the definition and execution of the family-community component of this project. Although little question has been raised concerning the merits of having a designated person -- the family assistant -- assigned to this aspect of the program, serious problems revolve around the identification of the required nonprofessional and professional tasks.

The pattern of supervision by the school administrators ranged from (a) total neglect, to (b) violation and impeding of the job assignment, to (c) a varied but conscientious attempt to help the family assistant fulfill an ill-defined and questionably achievable role.

Recommendations: A careful analysis of the family-community component is requisite at this time. The forty-hour week assignment is highly questionable for a nonprofessional who cannot obtain adequate supervision in fulfilling an extremely difficult and delicate task. The evaluating team expressed a conviction that the family assistant's task of bridging the gap between school and community can only be accomplished in a teamwork structure with close cooperation between this person and a qualified social worker who also has the time to devote to the job as defined. Without this resource, the family assistant's work in the community tends to engender greater frustration and anger within families than previously existed.

Summary of Recommendations: In essence, the greatest need of this program is (1) a carefully delineated outline of goals, role and responsibilities for participants within a hierarchial structure, and (2) regularly scheduled meetings to provide for the development of skills and team cooperation on all levels.

CHAPTER V

RESEARCH LIMITATIONS AND RECOMMENDATIONS FOR THE FUTURE

An ultimate goal of research is to objectify the research procedure that has been executed, citing the limitations and deficits in the procedures and making recommendations regarding future endeavors.

Limitations of the Research Procedure

It is deemed crucial that the design of the research be implemented prior to the onset of the program. The time lapse between the initiation of the program and the assignment of the research created a significant hindrance in the timing of the total research procedure.

Additionally, there were critical aspects of informational details which were not available to the researchers, thereby creating a need for preliminary exploration in the search for base line data essential to the design and its implementation.

By virtue of the limitations of both time and funding, it was not possible to do an intensive pre- and post-testing of the growth and development of the children participating in the Expanded Prekindergarten Program. A particular problem to be noted in this area is the minimal number of instruments available for group observation and the lack of standardization of those known to exist. This deficit would necessitate the time-consuming and excessively costly complexity of establishing reliability for such tests.

Recommendations for Future Research

In the interest of direction for future research in this area, there are many questions which develop out of these evaluational studies which remain, at present, unknown entities to be explored.

a. What happens to the children in the program in a school year in terms of intellectual development?

b. Does the program have an impact on the children's future school success? To what degree and for how long?

c. What aspects of this prekindergarten program can be identified as crucial factors in having a positive effect on children?

It is recognized by the researchers that it is not the function of public school educators in a mass system such as New York City to initiate formal research in curriculum experimentation. It is vital that the evaluative procedures that accompany the new structural plans be given some points of comparison. Selective application of the recommendations of evaluational studies is necessary to provide comparative points for study toward the movement to an optimal plan.

1. If an Early Childhood Education supervisor is put into a school, in what ways does the program work better? Does the more effective functioning reflect in the improved instructional program for the children?
2. What kind of classroom staffing best fosters the intellectual development and school performance of the children? (I.e., two professionals, or one professional and two nonprofessionals?)
3. What effect does the provision for weekly cooperative planning sessions within the school have upon the perceived and testable growth of children?

The direction sought by the researchers is to begin to test different structural plans and procedures which could be evaluated in terms of effect upon children's learning, the primary concern in all educational endeavors.

APPENDIX A: TABLES

Table 1 Selection of Sample Population

Table 2 Instrumentation: Cross-Checks on Data

Table 3 General Summary: Teaching Behavior

Table 4 General Patterns of Children's Reaction to Authority Figure (Group Teacher) and to Routing Periods

Table 5 Comparison Rating of Children's Responses to Selected Parts of the Classroom Program, Based Upon Two Visits

Table 6 Trip Program

Table 7 Classroom Content: Observed Activities and Physical Evidence of Ongoing Activities in Selected Curricular Areas

Table 8 Teacher Recommendations Obtained in Final Interviews

Table 9 Housing and Equipment

Table 10 Inschool Administrator Data

Table 11 Early Childhood Education Supervisory Load

Table 12 Problems with Teacher Aides as Reported in Questionnaires

Table 13 Problems with Family Workers as Reported in Questionnaires

Table 14 Problems with Teacher Assistants as Reported in Questionnaires

Table 15 Problems with Family Assistants as Reported in Questionnaires

Table 16 Family Assistant: Supervision and Program Implementation

TABLE 1

SELECTION OF THE SAMPLE POPULATION

Boroughs	Projected Positions	Lost Positions		Adjusted Population Positions	Lost Schools		Elim- inated	Adjusted Population Schools	Selected Sample	
		Non- operable	*Elim- inated		Projected Schools	Non- operable			Posi- tions	Schools
Manhattan	112	1	21	90	65	---	9	56	14	8
Bronx	24	---	5	19	16	---	2	14	3	2
Brooklyn	110	17	15	78	62	7	6	49	14	8
Queens	24	---	3	21	15	---	2	13	4	2
Richmond	7	1	2	4	5	1	1	3	---	---
Total	277	19	46	212	163	8	20	135	35	20

* Eliminated - criteria as stated in text of report: (a) under experimental research programs, (b) housed in temporary quarters, (c) failed to open in time schedule established for evaluative purposes.

TABLE 2

INSTRUMENTATION: CROSS-CHECKS ON DATA

Section	Instrumentation	Cross-Checks with Section
1	Identifying Data	
	Staff Data (Work Sheet)	—
	School Data Sheet	—
	Staff Data: Vita	—
	Attendance and Attrition	4
2	On-Going Classroom Program	
	Summary of Children's Behavior	—
	Teacher Walk	—
	Room Freeze	—
	General Summary: Teaching Behavior	—
	Children's Language Patterns	—
	Observed Daily Schedule	—
	Comments	1,3,4
	Initial Teacher Interview	3,4
	Housing and Equipment	3
	Classroom Content	—
	Teacher Questionnaire: Curriculum Inventory	3,4
	Teacher Interview	3,4
3	Administration and Supervisory Structure and Procedure	
	Principal Interview	1,2,4
	Assistant Principal Interview	1,2,4
	Early Childhood Education Supervisor	2,4
	Comments	1,2,4
4	Family-Community Component	
	Family Assistant Interview	2,3
	Parent Interview	2,3
	Comments	1,2,3

TABLE 3

GENERAL SUMMARY: TEACHING BEHAVIOR

Percentage of sample rated average to below average

Rating	Summer 1966	1966-67 Expanded Prekindergarten
Kindly to Harsh	30	11
Supportive to Rejecting	44	20
Highly Verbal to Minimal	54	23
Highly Stimulating to Dull	66	37

Percentage of sample rated above average

Rating	Summer 1966	1966-67 Expanded Prekindergarten
Kindly to Harsh	70	89
Supportive to Rejecting	56	80
Highly Verbal to Minimal	46	77
Highly Stimulating to Dull	34	63

Same basic team of observers, 5 of 7, participated in both evaluational programs with this same instrument.

TABLE 4

A. General Pattern of Children's Reaction to Authority Figure (Group Teacher)

	Summer 1966		1966-67 Expanded Prekindergarten	
Rating	Number of Classrooms	Per Cent of Sample	Number of Classrooms	Per Cent of Sample
Supportive and Helpful	40	59	26	74.3
Helpful: Not Supportive	21.5*	32	6	17.1
Indifferent	4	6	2.5	7.2
Rejecting	2.5	3	0.5	1.4

* Coding procedure directed observer to note numbers of children responding in described patterns: figures were rounded out to half-class amounts.

B. General Pattern of Children's Reaction to Routine Periods

	Summer 1966		1966-67 Expanded Prekindergarten	
Rating	Number of Classrooms	Per Cent of Sample	Number of Classrooms	Per Cent of Sample
Self-directed	10.5	15	6	17.1
Teacher-directed: Cooperative	34.5	51	18.5	52.9
Obedient	16.5	24	7	20.0
Resistant	6.5	10	0.5	10.0
Confused			3	

TABLE 5

COMPARISON RATING OF CHILDREN'S RESPONSES TO SELECTED PARTS OF THE CLASSROOM PROGRAM, BASED UPON TWO VISITS

		1st Visit		2nd Visit	
Curricular Activity	Involvement	Number of Classes	Per Cent of Sample	Number of Classes	Per Cent of Sample
Involvement with Materials: Play Period	Minimal	7	20.0	3.5*	10.0
	Average	16.5	47.2	24.5	70.0
	Maximum	11.5	32.8	7	20.0
Story Period	Involved	20	57.1	24	68.6
	Uninvolved	4	11.4	4	11.4
	Resistant	1	2.9	0	--
	Nonexistent	10	28.6[x]	7	20.0
	([x]no story either visit: 4 - 11.4%)				
Discussion Period	Involved	18	51.4	20	57.2
	Uninvolved	7	20.0	5.5	15.7
	Resistant	1	2.9	0.5	1.4
	Nonexistent	9	25.7[x]	9	25.7[x]
	([x]no discussion either visit: 7 - 20%)				
Project	Involved	12	34.3	13.5	38.6
	Uninvolved	5.5	15.7	4.5	12.8
	Resistant	0.5	1.4	0	--
	Nonexistent	17	48.6[x]	17	48.6[x]
	([x]no project either visit: 10 - 28.6%)				

* Coding procedure directed observer to note numbers of children responding in described patterns: figures were rounded out to half-class amounts.

TABLE 6

TRIP PROGRAM

Code	Number of Bus Trips	Number of Walking Trips
1	9-F	7-0
2	9-F	None listed
3	9-F	None listed
4	3-F	4-F
5	7-0	7-F
6	8-F	Many-0
7	9-0	Many-0
8	9-0	3-0
9	17-0	Many-0
10	5-F	Many-0
11	9-0	Many-0
12	6-F	Many-0
13	5-F	Many-0
14	7-0	Many-0
15	9-F	3-0
16	15-0	3-0
17	5-0	Many-0
18	14-0	4-0
19	18-F	Many-F
20	2-0	5-0
21	5-F	Many-0
22	9-0	None listed
23	9-0	Many-0
24	7-F	2-F
25	29-F	2-F
26	4-F	Many-0
27	7-F	Many-0
28	10-0	Many-0
Total Orderly	13	20
Fragmented	15	5

TABLE 7

CLASSROOM CONTENT: OBSERVED ACTIVITIES AND PHYSICAL EVIDENCE OF ONGOING ACTIVITIES IN CURRICULAR AREAS

Curricular Area	Number of Classrooms	Per Cent of Sample
Language Development		
Expanding Verbal Skills		
Naming objects	25	71
Descriptive words	21	60
Sentence development	17	49
Eliciting conversation	22	63
Stimulating Language Usage		
Extending discussion	20	57
Dramatization and role play	7	20
Story telling	13	37
Symbol and Word Recognition	13	37
Development of Sensory Skills		
Auditory Discrimination		
Environmental sounds	7	20
Word sounds	5	14
Story listening	16	46
Tactile Discrimination	8	23
Olfactory Discrimination	5	14
Gustatory Discrimination	10	29
Visual Discrimination	13	37
Mathematics		
Number Work		
Numeration	8	23
1 to 1 correspondence	9	26
Enumeration	11	31
Recognition of number symbols	12	34
Grouping: number sets	6	17
Math Classification Skills		
Shape identification and comparison	7	20
Size identification and comparison	8	23
Quantity identification and comparison	6	17
Spatial Relationships	2	6
Science		
Life Sciences	22	63
Physical Sciences	3	9

TABLE 7 (cont.)

Curricular Area	Number of Classrooms	Per Cent of Sample
Social Sciences: Self-concept		
Individual	14	40
Sub-culture groups	10	29
Role and function of members of cultural group	1	3
Aesthetics		
Literature		
Stories	18	51
Poetry	9	26
Art		
Plastic	21	60
Graphic	17	49
Music		
Singing	20	57
Bodily rhythms	15	43

TABLE 8

TEACHER RECOMMENDATIONS

Obtained in Final Interviews

Inservice Meetings	Number of Teachers	Per Cent of Sample
More meetings, better spaced	21	60.0
Include administrators	6	17.1
Include professional and nonprofessional	10	28.6
Content:		
Instructional content curricular activities and procedures	21	60.0
Philosophy and child development	5	14.3
Workshops: self-selection by teachers from a variety of workshops encompassing differing levels of complexity in teaching young children: subject matter specialists	16	45.7
More in-school meetings: team meetings	17	48.6

TABLE 9

HOUSING AND EQUIPMENT

Materials	Number of classes in which materials were:	
	Limited	Not in View
Block Area		
Building blocks	14	1 (no storage)
Vehicular toys	12	1
Family figures	7	8
Animals	6	8
Housekeeping		
For "eating"	4	1
For "cooking"	8	1
For "cleaning"	7	5
For role play:		
mother	11	2
father	17	3
baby	11	2
Water Play		
Basins, bowls, etc.	7	10
Sponges, straws, etc.	4	11
Funnels, strainers, etc.	4	13
Manipulative Materials		
Peg set, interlocking puzzles	2	
Woodworking		
Tools	5	20
Supplies	5	17
Music		
Instruments	5	4
Phonograph		10
Piano		15
Language Development Activities		
Books	13	2
Games	9	5
Puppets	3	9
Tape recorder		33
Flannel boards		23
Science		
Earth science	9	15
Life science	11	13
Physical science	2	24
Chemistry	1	25

TABLE 10

IN-SCHOOL ADMINISTRATOR DATA

School Code Number	In-School Supervisor Reported	Estimated Per Cent of Time Used	Should Prekindergartens be Continued?	
			P.	A.P.
1	P, AP, & T	Minimal	+	
2	AP	Very little	+	+
3	AP	U	+	
4	P & AP	Very little	+ & ⊖	+ & ⊖
5	AP	30	+ & ⊖	+ & ⊖
6	AP	Very little	+	
7	AP	15-20	+	
8	AP	25	+	⊖
9	AP	20	+ & ⊖	
10	P & AP	10	+	
11	P	30	+	
12	P & AP	Little	+	+
13	AP	20	+ & ⊖	+ & ⊖
14	P & AP	25	+	
15	P	5		
16	P & AP	U-20		
17	P	10	+	⊖
18	AP	U	+	+
19	AP	Very little	+	
20	AP	None	+	+

CODE:
P = Principal
AP = Assistant Principal
T = ~~Teacher~~
U = Unknown
+ = Yes
⊖ = No

TABLE 11

EARLY CHILDHOOD EDUCATION SUPERVISORY LOADS[a]

Code	Number of Prekindergarten	Number of Kindergarten	Total Number of Schools	Visitation Schedules
A	20	72	18	By need
B	14	65	22	One or two per month
C	20	75	17	By need
D	18	79	21	One per month and by need
E	17	37	14	By need
F	19	29	14	One per month and by need
G	26	26	12	Scheduled and "on call"
H	28	56	18	One per month and "on call"
I	13	90	35	Fall: on schedule, then by need
J	4	75	26	One per month by need

[a] Due to an omission in the instrument, the numbers of 1st and 2nd grades included in the supervisory load were unavailable.

TABLE 12

PROBLEMS WITH TEACHER AIDES as Reported in Questionnaires

With both aides and worker, I have had difficulty in some managerial aspects. I feel that potential teachers should be given some training in this aspect of the job.

My teacher aide is a very protecting person. She is capable and well trained. However, she does not let the children do things for themselves. She hinders their expression and exploration. I have told her I disapprove of this and the situation improved for a while. I must constantly remind her not to hover over the children.

Must be reminded of daily responsibilities. Lunch manners not enforced.

General "insubordination," lack of respect toward teacher. Different methods and attitudes toward discipline than my own.

Untrained and NO time is allowed for giving directions and explanation of the method that should be used. Cannot see the usual things that must be cleaned in the room. Must be told.

We had two aides. Both were short tempered with disorderly or disrespectful children.

Taken out of my room too often because of bilingual skills and facility in getting along with people. My aide, at first, insisted upon concentrating on housework rather than children.

Despite her helpfulness in one way, my aide sometimes proved almost unhelpful. She refuses to take responsibility for some children and says they do not listen to her. She takes things children do accidentally as meant intentionally for her. She speaks poor English, and children have difficulty understanding her.

She has been in the classroom only four weeks. The family worker and I find her style of communication one we need to get used to. However, as she gets to know us better she is loosening up. Conflict between family worker and aide.

Does not always have materials set up for the children at the beginning of the day or at three o'clock as is her job.

First aide was also president of the PTA and therefore had many duties outside classroom. Second one could only work part time. Present aide is excellent but also at times has to help with outside duties.

TABLE 13

PROBLEMS WITH FAMILY WORKER as Reported in Questionnaires

Family worker has made unauthorized visits and has not reported some of these to proper personnel, to teacher and social worker.

Too little time.

Unable to provide favorable atmosphere with parents when on home visits. Table manners of children are not improved during lunch.

Unwillingness to substitute for aide when absent. Different attitudes toward discipline than my own.

Does not always understand limits of her position and may over-involve self with parents in confidential matters, areas of concern to teachers such as discipline, or other areas properly belonging to guidance counselor or social worker.

No time for her to inform me of work. Sometimes their approach with parents is not professional and the teacher is required to appease the two.

Could have spent more time in field and in homes.

Family worker started working in our program fairly late in year and many parents never got to know her. Her role was not clearly defined; also she really needed to work more closely with welfare department and social services.

My family worker's biggest problem was her dominating and forceful personality. Although she is very good in some situations, it presents a problem when working with other adults.

Need for constant reassurance and praise. Without it she withdraws to menial tasks. It took me a long time to learn how to make the point that the children need a lot of Spanish and translation in the classroom. "They must learn English."

There has not been time provided, or enough thinking been given for an exchange between teacher and family worker of: (1) what goes on at home, (2) what to look for or points to keep in mind when speaking to a parent.

TABLE 14

PROBLEMS WITH TEACHER ASSISTANTS as Reported in Questionnaires

My assistant was unprepared for her job. She was given no orientation or training. She does not get along well with my teacher aide. They bicker about who should do what. They are tense with each other.

Too permissive...not enough supervision at lunch.

The new ones all need refresher courses.

Lack of knowledge concerning goals and purpose of program: lack of training program before beginning to work; and lack of conference time.

They should all be college students who plan to work with children, or be adults who have children and know how to relate to them.

Is only employed from ten to two, thereby missing the continuity of the program.

A language barrier; not too conversant in English.

She resented being asked and expected to do so much physical labor: i.e., getting lunches, running errands, taking children to the toilet.

The teacher assistant, having come into the room in February, was somewhat resented by the other workers in the room. My family worker is very dominating and the assistant is still struggling for her rightful place in the room.

Helping him to learn patience; to look at behavior before reacting to it; to give children time to react to what he says before assuming they won't.

The assistants should be sure they will be able to stay; two assistants in two months left to take trips. It is hard on the children.

Attendance is too irregular.

NOTE: These responses represent 14 of the 28 questionnaires returned. Thirteen of the remaining reported no problems, and the remaining one reported, "We have had a great deal of trouble getting auxiliary classroom personnel.

TABLE 15

PROBLEMS WITH FAMILY ASSISTANTS as Reported in Questionnaire

Overlaps with family worker job of seeing parents if child were absent more than two days without explanation.

Lack of cooperation and communication between family assistant and family worker.

Until this week there was no time in the day when the team could meet with the teacher for training, discussion of problems, or supply information. Our AP has not allowed time in the past and has now allowed time for these meetings which should aid in successful communication.

All involved, but not sure of program and way to go about it.

Work was not clearly defined among personnel. There were occasional conflicts between them when we were invited with another prekindergarten.

TABLE 16

FAMILY ASSISTANT: SUPERVISION AND PROGRAM IMPLEMENTATION

		Family Room:	
Code	Supervision Schedule	Number of Days Per Week	Number of Parents Attending
1	Seldom	---	---
2	---	---	---
3	---	---	---
4	---	---	---
5	---	3	8-10
6	occasionally, with social worker	---	---
7	now and then	---	---
8	---	1	5-8
9	---	5	5-6
10	one per month: ECE Supervisor	5	3-4
11	---	---	---
12	now and then	one meeting per month	10-12
13	now and then	1-2	10-20
14	now and then	2-3	few
15	---	1	58
16	1-2 weekly	1	10
17	3 per month	---	---
18	2-3 weekly	one meeting per month	10
19	now and then	one meeting per month	25
20	weekly	1	5-10

CODE: --- = None

Appendix B - INSTRUMENTS

EXPANDED PRE-KINDERGARTEN PROGRAM

List of Instruments

First Observational Visit B1

Staff Data (Worksheet) B5

School Data Sheet B6

Staff Data: Vita B7

Summary of Children's Behavior B9

Guide to Coding Teacher Actions During "Teacher-walk" B12

Children's Code B14

Attendance B15

General Summary: Teaching Behavior B16

Children's Language Patterns B17

Observed Daily Schedule B19

Initial Teacher Interview B21

Housing and Equipment B23

Classroom Content B26

Solicitation of Data form letter B29

Instructions for Filling Out Questionnaire B30

Teacher Questionnaire: Ongoing Curriculum B31

Trip Program B38

Auxiliary Teaching Personnel in Classroom B39

Parent Program B40

Enrollment, Attrition and Attendance as of May 31, 1967 B41

Interview Guide B42

EXPANDED PRE-KINDERGARTEN PROGRAM

Procedures for first observational visit to each school:

1. Introductory visit with principal of school via phone; followed by brief personal visit to the school to meet with the administrative staff, if necessary. All schools should have been notified of their inclusion in the sample population for this evaluation program by the time you make your call. Team members are to use own discretion re necessity of preliminary visit to school preceding the first formal observational program. In the event that the school administrative staff are unaware of the planned pre-kindergarten evaluation, advise them to contact the Early Childhood Education Bureau at the Board of Education for verification.
2. Notify school personnel of anticipated date of visit. Verify the presence of one AM pre-kindergarten teacher and one PM teacher on the scheduled date (i.e., inquire re trip schedules to insure against a wasted observational visit).

   NOTE: At this time, get the names of all pre-kindergarten teachers for the purposes of sample selection (in those schools having more than two teachers in this program). This will facilitate the appropriate pre-mailing of number tags for children.

3. Schedule of visit:

   a. 8:40 - 8:50 - check into main office; greet personnel

   b. 8:50 - 9:AM - begin observation of AM teacher

      11:00 - interview AM teacher

      11:30 - interview PM teacher

      NOTE: It would be wise to bring your own sandwich for lunch. Coffee is available at the school. Use own judgement re best procedure for lunch hour.

      12:30 - observation, PM class

PROCEDURE for Data Recording in Each Classroom

First Visitation

1. Shortly after arrival:

EACH DATA SHEET SHOULD INCLUDE THE EXACT TIME OF THE RECORDING INCLUDING CLOCK TIME AND TYPE OF ACTIVITY PERIOD IN PROCESS: FREE PLAY TIME.

A. #1 freeze of room with specific attention to numerical identification of children in each position: (should take approximately 3-5 minutes to complete recording).

B. Next 10 minutes: general observation of room organization, management and equipment. Begin recording names of children accompanying coded number.

C. #2 freeze of room.

D. Between second and third freeze: Sketch structure of room on blank form. "Teacher walk" for a five minute period of time: to include line drawing of her movements, X marks at points of contact with children, plus code of type of interaction. Each stop to be coded by one or a multiple of the following:

I +	Instructional move, positive
I -	" " negative
B +	Behavioral move, positive
B -	" " negative
N	Neuter: non-behavorial and non-instructional.

E. #3 freeze of room.

F. As free play period ends, fill out form describing equipment and materials and use thereof.

G. Begin recording exact schedule of activities on designated sheet summarizing daily schedule. Continue recording names of children accompanying coded number.

H. During the remainder of the observational period select one teacher directed group period to record language development of children.

I. Summarize the behavior of children as required on data sheet re children's behavior.

J. Before entering next step in evaluational procedure, record comments of observations that you feel have not been adequately reflected by the formal instrumentation.

K. Fill out general summary of "teaching behavior."

Expanded Pre-K

Staff Data: Names

School #________________

Date of Visit________________

Evaluation________________

STAFF DATA (Worksheet)

School Personnel

Principal: ________________________________

Asst. Principal: (resp. for Pre-K)________________________

Early Childhood Supervisor: (district level)__________________

Other personnel related to Pre-K program:

Name	Position

Classroom Personnel

	Teacher	Aids (& date of arrival)	Family worker & date of arrival
1.			
2.			
3.			

School #____________________

Date of Visit__________________

Evaluation____________________

Expanded Pre-Kindergartens
SCHOOL DATA SHEET

School #____________________

Address:____(Boro)____________________

# of Pre-Kindergartens:____________________

Additional data:____

Year of onset		Opening date this year	Open in regular Classroom		Date moved to regular classroom
65-66	66-67		Yes	No	

Comments____

Ethnic composition of community______________________________________

Ethnic composition of total pre-kindergarten enrollment____________________

School #____________________

Date of Visit____________________

Evaluation____________________

Expanded Pre-K

STAFF DATA:

Teacher (1) AM PM

STAFF DATA: Vita

Teacher AM PM

Educational preparation:

Elementary School:
Location____________________

High School: Name____________________
Location____________________

College: Name____________________
Location____________________

Major:________________
Date of degree:__________

Graduate Work:
(a) Name____________________
Location____________________

Degree: Yes_____ No_____
Type:________________
# credits:____________

(b) Name____________________
Location____________________

Degree: Yes_____ No_____
Type:________________
# credits:____________

Orientation programs and workshops: Specify (Head Start, Pre-K, etc.)

Type & Content	Sponsor & Instructor	Date
1.		
2.		
3.		
4.		
5.		
6.		

SUMMARY: Educ. Prep.______________________________

____

____

School #__________________ Expanded Pre-K

Date of Visit______________ STAFF DATA:

Evaluation________________ Teacher (2) AM PM

STAFF DATA (Vita cont.)

Teaching experience:

Pre-school level (3-4 yr. olds) # yrs.__________________

Kindergarten level (5 yr. olds) # yrs.__________________

Grade 1 # yrs.__________________

Grade 2-3 # yrs.__________________

Other (specify):__________________ # yrs.__________________

__________________________ # yrs.__________________

__________________________ # yrs.__________________

__________________________ # yrs.__________________

N.Y.C. Pre-K '65-'66 yes __________ no __________

N.Y.C. Head Start '65 yes __________ no __________

'66 yes __________ no __________

Other Head Start______________________________________

Day Care Centers: # yrs.__________________

Private Nursery School: # yrs.__________________

N.Y.C. Pub. Sch. Experience:

Middle Income Areas # yrs.__________________

Poverty areas # yrs.__________________

SUMMARY: Teaching Exp.:______________________________________

____

____

____

School #__________ Expanded Pre-K

Date of Visit__________ Children's **Behavior**

Evaluator__________ AM_____ PM_____

SUMMARY OF CHILDREN'S BEHAVIOR

ATTENDANCE:__________

A. During FREE PLAY PERIOD:

Child to child relationships:

Pattern of Play: # of Children

parallel..................__________
cooperative................__________
competitive................__________

Communication:
verbal....................__________

non-verbal................__________

COMMENTS: (evidence of group awareness)__________

Children's Relationship to Materials: (Involvement)

minimal...................__________
average (conventional).....__________
maximum (creative, intent).__________

COMMENTS: (evidence)__________

constructive..............__________

destructive...............__________

COMMENTS: (evidence)__________

SCHOOL #__________

Children's Behavior -2-

AM_____ PM_____

A. Free Play (cont.)

Children's view of authority figure as evidenced in behavior:

	# of Children
supportive and helpful	____________
helpful, not supportive	____________
indifferent	____________
rejecting	____________

COMMENTS: (evidence)____

____

____

B. During ROUTINE PERIOD:

	# of Children
self-directed and relaxed	__________
teacher-directed: relaxed and cooperative	__________
teacher-directed: obedient	__________
teacher directed: resistant	__________
Undirected: confused	__________

COMMENTS: (evidence)____

____

____

School # ____________________

Children's Behavior 3

AM ___ PM ___

C. GROUP ACTIVITY PERIODS: (separate recording for each period observed)

Study period:

	# of children
Cooperative, involved	________
Cooperative, uninvolved	________
Resistant	________

COMMENTS: (evidence) ____

Discussion period:

	# of children
Cooperative: verbally involved	________
Cooperative: verbally not involved	________
Disinterested & compliant	________
Resistant	________

ALSO (check) Teacher directed________ Emergent ____________

COMMENTS: (evidence) ____

Group project: (cooking, art, science, etc.)

Specify project observed ____

	# of children
Cooperative, involved	________
Cooperative, uninvolved	________
Resistant	________

ALSO (check) Teacher directed________ Emergent ____________

COMMENT: ____

Guide to Coding Teacher Actions during "Teacher-walk"

Instructional moves: (I+) (I-) (Note (I-)) would only be used if teacher offers misinformation. It cannot reflect your estimate of the quality of the instructional move.

All verbal and non-verbal actions that sensitize children to the environment, stimulate their active learning and communicate information in any of the areas of language meaning, concepts, academic facts.

This includes such acts as:

1. Demonstrating a procedure (music, art, and manipulative most common): offering models to copy (especially verbal)
2. Illustrating the meaning of verbal comments (pointing with hands as she says "down there"), acting as she verbalizes, etc.
3. Involving children in discussion related to any content area: asking questions directed to perception utilizing any of body senses, conceptions of reality, etc. and recall.
4. Reading
5. Cooperating with children in the achievement of a task (not routines)

Behavioral Moves

B+ Positive
All acts directed toward enhancing the child's self-concept and guiding his behavior at times of social difficulty.
Such comments as "very good", "nice", etc.; physical affections; smiles, nods, etc. Discipline that offers child help in control without rejection, i.e., expressed anger and frustration, or demeaning child.

B- Acts of overt neglect of child's expressed wants and needs: or overt reject of some discipline in anger, rejection; demeaning - decreasing sense of adequacy and self-respect.

Neuter:

Arrangements: Organization of children during routines: reflected in the "Do this", "Put this away", "Stand on line", etc.

Teacher Activity: Organization of materials; housekeeping; talking with adults; observing.

Uninvolved: Personal grooming, looking out window, etc.

Please be aware of the fact that teacher acts can reflect more than one category at a given moment. An instructional move can be accompanied by a behavioral move depending upon the way the teacher relates to the child as she is instructing. Therefore, at any point in the walk, you may have both an I and B move.

School #____________________ Attendance __________ Expanded Pre-K

Date of Visit__________________ Freeze 1-2-3

Evaluator____________________ Teacher Walk AM PM

School #____________________ Expanded Pre-K

Date of Visit ________________

Evaluator____________________

Children's Code

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

11. ____

12. ____

13. ____

14. ____

15. ____

16. ____

17. ____

18. ____

B15

School # ______________________

Date of Visit ______________________

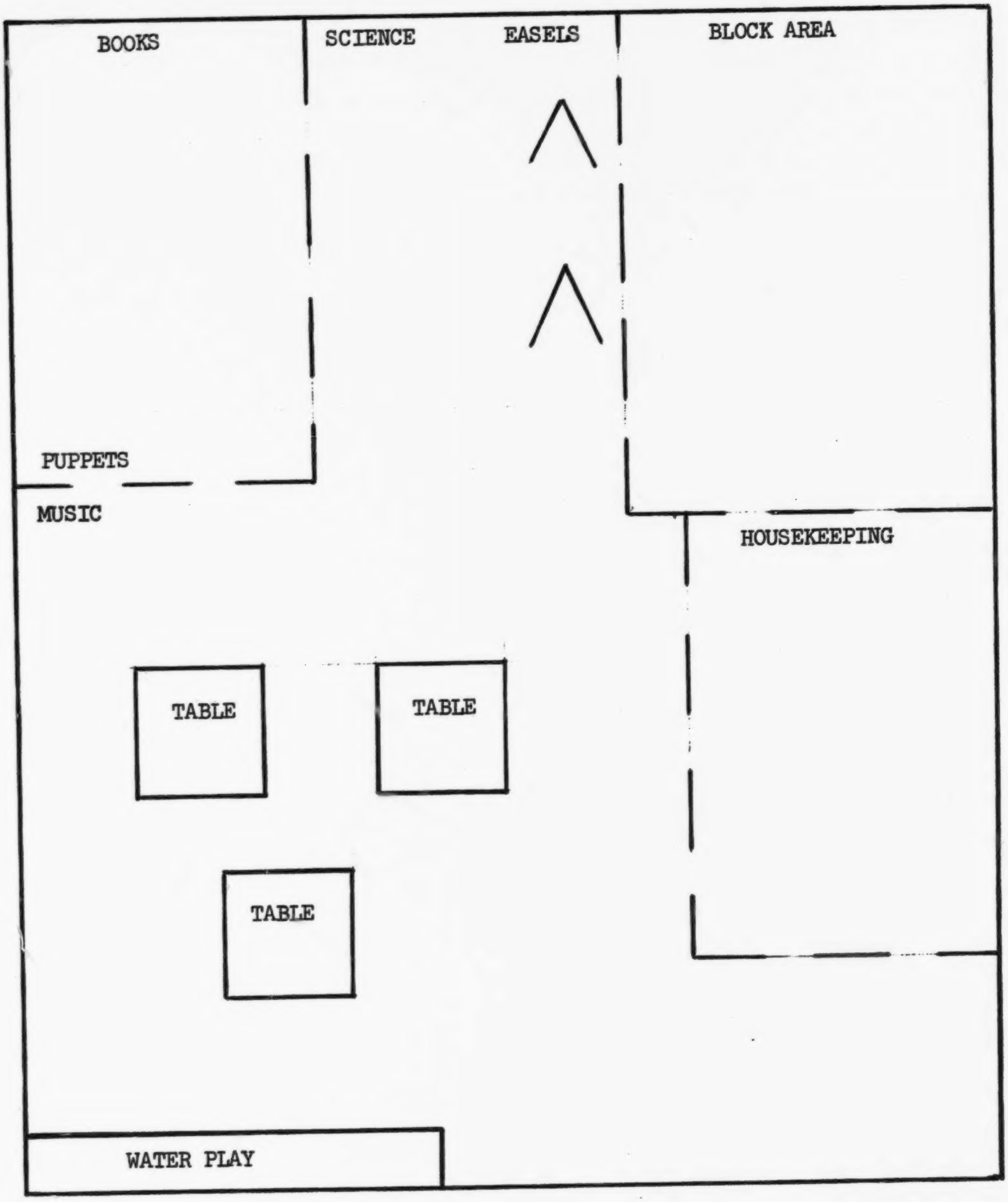
Evaluator ______________________

Expanded Pre-K

Freeze 1-2-3

AM PM

Attendance


BOOKS
SCIENCE
EASELS
BLOCK AREA
PUPPETS
MUSIC
HOUSEKEEPING
TABLE
TABLE
TABLE
WATER PLAY

B16

Expanded Pre-K
Teacher Behavior
Summary AM PM

School # __________

Date of Visit __________________

Evaluator ______________________

GENERAL SUMMARY: Teaching Behavior

HARSH — KINDLY

1 . . . . . . 2 . . . . . . 3 . . . . . . 4 5

HIGHLY STIMULATING — DULL

1 . . . . . . 2 . . . . . . 3 . . . . . . 4 5

HIGHLY VERBAL — MINIMAL

1 . . . . . . 2 . . . . . . 3 . . . . . . 4 5

SUPPORTIVE — REJECTING

1 . . . . . . 2 . . . . . . 3 . . . . . . 4 5

NOTE: Lines are continuous; numbers are provided only to aid observer in selecting a place on the continuum as a rating. Check your evaluation rating along the line.

School # __________

Date of Visit ____________

Evaluator ________________

Expanded Pre-K

Children's Language

AM PM

CHILDREN'S LANGUAGE PATTERNS

Number of children present ________________

Type of group activity observed:

NOTE: Select a total group activity, teacher directed. If none is included in schedule select a conventional routine.

story ___________

discussion ___________

project ___________

routine (specify) ___________

COMMENTS: (if necessary) ____

____

Pattern of responses:

A. single word

phrases: simple _______

complex _______

sentences: simple _______

complex _______

B. with specificity _______

in generalities _______

COMMENTS: ____

____

Direction of responses:

A. to total group _______

to teacher _______

to member of peer group _______

global (no direction) _______

Expanded Pre-K
Children's Language (2)
AM PM

School # __________
Date of Visit _______________
Evaluator _______________

Direction of responses (cont.):

B. individual _______
mass (general) _______
mass - echo pattern _______

COMMENTS: ____

____

Freedom of response:

Free and easy (loquacious) _______
Relaxed but limited _______
Tense, limited _______
Restricted _______

COMMENTS: ____

____

Expanded Pre-K

School #

Date of Visit

Evaluator

OBSERVED DAILY SCHEDULE

Clock Time	Activity

Expanded Pre-K

(Comments)

School #______________________________

Date of Visit__________________________

Evaluation____________________________

Comments

School #__________

Date of Visit____________

Evaluator______________

Expanded Pre-K

Initial Teacher Interv.

AM PM

INITIAL TEACHER INTERVIEW

1. What parts of the program do you feel are going well right now? (If necessary, pursue questions to include enrollment, equipment, school organization, classroom help, etc.). (Categories below are for purposes of effective recording, but not intended to direct specific **questions.**)

    a. School structure:

    b. Classroom situation (children, equipment, aides, etc.):

    c. Supervision and cooperation within public school structure:

    d. Other:

2. In terms of your ideas for developing the best possible program for your children, what are some of the problems you are facing? And what is being done in the way of resolving these problems? (Categories for effective recording only)

    a. Now in process of being resolved. (How?)

    b. Not yet being resolved in any way.

3. Are the parents interested in the school program? If so, how do they show this interest?

School #__________

Date of Visit__________

Evaluator__________

Expanded Pre-K

Initial Teacher Interv.

AM PM (2)

TEACHER INTERVIEW (cont.)

4. Are you getting cooperation from
   a. school personnel (in what way?)
   b. from the district coordinator (in what way?)

5. How are the auxiliary personnel working out so far?
   a. family worker (specify details)
   b. aide (specify details)
   c. other

6. In relation to the enrollment of children and class assignments
   a. Who enrolled the children?
   b. On what basis were the children enrolled?
   c. How were the children assigned to the groups?
   d. Do you have a waiting list? (how big?)

B23

School # ____________

Date of Visit ________________

Evaluator ____________________

Expanded Pre-K

Equipment

AM PM

HOUSING AND EQUIPMENT

Indoor Facilities:

AREA	MATERIALS	ADEQUATE	AVAILABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Block Building and Accessories	Building blocks				
	Vehicular toys (15)				
	Family figures (5)				
	Animals (5-10)				
	Other (list) ____________				
	____________				
	____________				
House-Play	for "eating" (set of 4)				
	for "cooking" (1 set)				
	for "cleaning"				
	for role play: mother				
	father				
	baby				
	Other ____________				
Water-Play	Basins, bowls, etc.				
	Sponges, straws, etc.				
	Funnels, strainers, etc.				
	Other ____________				
Manipulative Materials	Peg set, interlocking sets				
	puzzles, (selection of 8)				

B24

School # ____________

Date of Visit ____________________ Equipment (2)

Evaluator ____________________ AM PM

HOUSING AND EQUIPMENT (cont.)

AREA	MATERIALS	ADE QUATE	AVAIL- ABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Wood-working	Tools: hammer, screw-driver, saw, drill				
	Supplies: wood, nails, sandpaper, screws				
Music	Instruments				
	Phonograph				
	Piano				
Language Dev. Activities	Books				
	Games				
	Puppets				
	Tape recorder				
	Flannel Board				
	Other: ____________				
	____________				
	____________				
	____________				
Arts & Crafts	Plastic arts (clay, etc.)				
	Graphic (painting, crayoning)				
	Crafts materials: scissors, paste, collage, etc.				

School #__________

Date of Visit ________________

Evaluator____________________

Expanded Pre-K

Equipment (3)

AM PM

HOUSING AND EQUIPMENT (cont.)

AREA	MATERIALS	ADE-QUATE	AVAIL-ABLE: LIMITED	IN USE	NOT IN VIEW IN ROOM
Science	Earth Science				
	Living things				
	Physical Science				
	Chemistry				
	Other: ________________				

Toilet Facilities: in room_____ in corridor_____ other corridor _____

Sink Facilities: in room: Yes___ No___

GENERAL SUMMARY: Indoor Facilities

GENERAL SUMMARY: Outdoor Facilities

School # ___________

Date of Visit _______________

Evaluator ___________________

Expanded Pre-

Content

AM PM

CLASSROOM CONTENT

Curricula Area	Activities observed-Materials used	*P	I	Physical evidence of ongoing activities (not observed in action)
A. Language Development				
1. Expanding verbal skills:				
a. Naming objects				
b. Descriptive words				
c. Sentence development				
d. Eliciting conversation				
2. Stimulating language:				
a. Extending discussion				
b. Dramatization and role play				
c. Story telling				
3. Symbol and word recognition				

* Planned - Incidental

Curricula Area	Activities Observed	P	I	Physical Evidence
B. Development of Sensory Skills (qualities of sameness and difference)				
1. Auditory discrimination				
a. environmental sounds				
b. word sounds				
c. story listening				
2. Tactile discrimination (touch)				
3. Olfactory discrimination (smell)				
4. Gustatory discrimination (taste)				
5. Visual discrimination				
C. Mathematics: developmental activities				
1. Number work				
a. Numeration				
b. one to one correspondence experience				
c. enumeration				
d. recognition of number symbols				
e. grouping: number sets				
2. Math Classification Skills				
a. Shape identification & comparison				
b. Size identification				
c. Quantity identification				

Curricular Area	Activities Observed	P	I	Physical Evidence
3. Spatial relationships				
D. Science				
1. Life Sciences				
2. Physical sciences				
E. Social sciences				
1. Self-concept				
a. individual				
b. sub-cultures of groups				
c. role and function of members of cultural group				
F. Aesthetics: development of skills				
1. Literature				
a. stories				
b. poetry				
2. Art				
a. plastic				
b. graphic				
3. Music				
a. singing				
b. instrumental rhythms				
c. bodily rhythms				

Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

March 29, 1967

Dear

In terms of our task of a descriptive evaluation of the pre-kindergarten programs, we are fully aware of the limitations of intermittent observer visits. We know that much goes into your on-going programs that we cannot expect to see in evidence on our scheduled visits. And yet, what you do and have done with the youngsters throughout the year, is extremely relevant to our description of the children's patterns of behavior.

Once again; we are soliciting your cooperation in the accumulation of data. We are requesting that you fill out the enclosed questionnaire before the next observer visit. Since the questionnaire demands time from you, above and beyond your present teaching obligations, we are prepared to pay $5.00 an hour for the time you spend on it.

The purpose of this questionnaire is to obtain as much detail as possible describing the kinds of activities to which your children have been exposed this year.

If there are any questions on any part, please leave blank and discuss this with the member of the evaluating team on her next visit. Though the questionnaire extends across a variety of curriculum areas, we do not intend to imply that any one teacher could or should have covered all areas. Each teacher has her own specific competencies, and we have designed the curriculum inventory to allow for the variety of possible activities that 50 different teachers in unique settings may have developed.

Sincerely yours,

/s/ Dr. Sydney Schwartz

Dr. Sydney Schwartz
Evaluation Coordinator

SS:ht
encl.

Pre-Kindergarten Program

Instructions for Filling Out Questionnaire

Explanation of categories:

Within the context of each teacher's program, two types of teaching procedures take place:

1. Those which are planned prior to the teaching period, with goals determining the selection of materials and presentation of the instructional period, and

2. the incidental teaching that takes place without pre-planning, but evolves from an immediate situation within the classroom.

The major distinction between these two categories rests in the quality and amount of planning and follow-through that accompanies those kinds of instructional acts of the teacher. Incidental teaching tends to alert children to learnings existent in the on-going activities and to reinforcement of learnings already presented in a planned and organized framework. Planned teaching has a clearly defined goal with the inclusion of when, with whom, and process in the pre-planning framework.

In describing the variety of planned instructional periods offered to the children throughout the year, we are also requesting a description ...a brief description of the props-materials used in the process of instruction, what standard classroom materials were utilized and what special materials did you devise or collect for the learning activity.

The column related to frequency in the described areas can be answered in a variety of ways. Some groups have daily or weekly experiences in certain areas. Some pass a period of a week, several weeks or a few months of intensive involvement in certain kinds of activities and then the interest changes to other areas. In those instances where there has been a specified period of involvement, please indicate the frequency of instructional activities on a weekly basis, and the duration of the total period of involvement.

For purposes of reimbursement please fill in the following information:

NAME____________________________

ADDRESS____________________________

____

Social Security Number____________________

Time devoted to questionnaire______________________

School #____________

Date of Visit ________________

Teacher ______________________

Teacher Questionaire

Ongoing Curriculum

CURRICULAR AREA	P R O G R A M				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
A. Language Development Activities					
1. Expanding verbal skills					
a. Naming objects					
b. Descriptive words, practice in describing objects: (numbers, colors, size, positional relationships, etc.					
c. Sentence development					
d. Eliciting conversation: encouraging children to talk					

CURRICULAR AREA	PROGRAM				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
2. Stimulating use of language as a means of communication					
a. extending discussion					
b. dramatization and role play					
c. story telling					
3. Symbol and word recognition					

CURRICULAR AREA	PROGRAM				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
B. Development of Sensory Skills (qualities of sameness and difference)					
1. Auditory discrimination					
a. environmental sounds					
b. word sounds (rhyming, rhythm patterns of words and language					
c. story listening					
2. Tactile discrimination (touch)					
3. Olfactory discrimination (smell)					
4. Gustatory discrimination (taste)					
5. Visual discrimination					

CURRICULAR AREA	PROGRAM				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
C. Mathematics: developmental Activities					
1. Number work					
a. Numeration: recognition of the names of numbers in sequence					
b. one to one correspondence experiences					
c. enumeration: counting using one to one correspondence skill					
d. recognition of number symbols (written numbers)					
e. grouping: number sets					
2. Math Classification skills					
a. Shape identification and comparison					
b. Size identification and comparison					
c. Quantity identification (weight, volume)					
3. Spatial relationships					

CURRICULAR AREA	PROGRAM				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
D. Science					
1. Life sciences: (living things, animal and plant)					
2. Physical sciences: (inorganic: ex: magnetism, machines, geography, light electricity).					

CURRICULAR AREA	P R O G R A M				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
E. Social Sciences					
1. Self-concept:					
a. individual					
b. sub-cultures of family group, school group, community group, etc.					
c. role and function of members of cultural group					

CURRICULAR AREA	P R O G R A M				
	Teacher Planned			Incidental Teaching	
	Activities	Materials	Frequency	Activities	Context and/or Materials
F. Aesthetics: development of Skills of non-verbal responses to environmental stimulus:					
1. Literature					
a. stories					
b. poetry					
2. Art					
a. plastic					
b. graphic					
3. Music					
a. singing					
b. instrumental rhythmss					
c. bodily rhythms					

TRIP PROGRAM

Purpose of Trip	Destination	Approx. Date	Transportation (walk, public bus, subway, Board of Education bus)

Auxiliary Teaching Personnel in Classroom:

In what ways have you been able to effectively utilize the auxiliary classroom personnel in your instructional program? In what ways did you meet difficulty in involving this personnel in the on-going program?

	Effective Involvement	Problems
Teacher assistant:		
Teacher Aide:		
Family Worker:		
Other:		

Parent Program

Utilization of Monthly Closing Day - 3rd Monday of month	Content	# Parents	General estimate of Value of this procedure
Parent Meetings:	1.		
	2.		
	3.		
	4.		
	5.		

Home Visits	# Completed	General estimate of value of this procedure

SCHOOL #____

TEACHER____________

A.M.____ P.M._____

EXPANDED PREKINDERGARTENS

ENROLLMENT, ATTRITION AND ATTENDANCE as of MAY 31, 1967

NAME	DATE ENROLLED	# DAYS PRESENT	# DAYS ABSENT	DISCHARGE: DATE & REASON

Extended Pre-K

Principal (1)

School # ________

Date of Visit ______________

Evaluator ________________

Interview Guide

Principal: Introduction: Our task in the evaluation program is to describe in detail the operation of the pre-kindergarten program this year, with all of its strengths and its thorns. We are faced with the problem of identifying those parts of the design and organization of the programs which were considered strong positive forces toward success and those parts of the design of the program which impeded success. From the point of view of the school administrator, we are seeking certain kinds of information: the data will be handled anonymously...

1. Who supervises pre-k?

2. Generally, how do you feel about the way the pre-k's have developed this year?

3. In what ways would you like to see changes in the over-all plan of the program?

4. Do you feel that these programs are an asset to the public school structure in your neighborhood... in what ways?

School # ________ Extended Pre-K

Date of Visit ____________ Principal (2)

Evaluator ______________

5. If it were your choice, would you keep the pre-k's in your school?

6. What do you feel is the attitude of the rest of the school personnel toward the pre-k program and its teachers?

School # ________

Extended Pre-K

Date of Visit ____________

Assistant Principal (1)

Evaluator ______________

Assistant Principal: (Same introduction as for Principal)
(Note: If Principal supervises pre-k, these questions are to be directed to him)

1. Approximately how much of your administrative time have you devoted to the supervision of the pre-kidnergarten program this year?

2. How do you feel about the way these programs have developed this year? Do you feel that you were able to offer the appropriate amount of guidance... to meet the needs of this group as you perceived them?

3. Do you feel you are reaching the target population?

4. Was the ECE supervisor a good source of help to you this year? (Specify)

5. If it was your choice, would you keep the pre-k's in your school next year?

Extended Pre-K

Assistant Principal (2)

School # ________

Date of Visit ________________

Evaluator ____________________

6. Kindergarten enrollment in your school:

Are K's fully enrolled yes_____ no______

If yes (a) how many children are turned away ____

(b) what is the priority of selection

If no - why?

7. What do you feel is the attitude of the rest of the school personnel toward the pre-k program and its teaching staff?

School #____________________ ECE Supervisor (1)

Date ____________________

Evaluator ____________________

Interview Guide

Introductory remarks:

1. What is the size of your supervisory load:

   # of teachers: Pre-K Level____________________
   K Level____________________

   # of schools____________________

2. How do you set up your visitation procedures?
   (Scheduled? by need? on call? weekly? etc.)

3. In the fall, were you involved in the orientation of Pre-K teachers
   Yes __________ No__________

   In what way?

   In perspective, how do you feel about the strengths and weaknesses of the orientation?

ECE Supervisor (2)

School #____________________

Date ____________________

Evaluator ____________________

4. In-service meetings:

A. Before Spring set of meetings.

How many____________________
Where held____________________
# of teachers attending__________
Budget: did teachers get paid_____
Content and plan of meetings

B. Spring meetings:

How many____________________
Where held____________________
# teachers attending__________
Budget____________________
Content for each meeting

As you look back now - in your opinion what else was needed to make these meetings more effective - if no strings, how would you have wanted to develop this part of in-service supervision.

5. In terms of this year:

a. What problems do you feel you have dealt with successfully?

School #____________________________ ECE Supervisor (3)

Date ____________________________

Evaluator ____________________________

5. b. What problems have you identified that have not yet been solved?

6. What would you say was the biggest obstacle you faced this year?

7. What would you identify as the most successful part of the program?

8. Relative to school administrative personnel -

   a. Biggest problem

   b. In what ways were they most helpful ?

   How do you feel generally about the competency of Pre-K teachers in the district? Were they well selected, etc.

10. Other comments:

School #______ Teacher (1)

Date ______________ AM_____ PM_____

Evaluator____________

Interview Guide

Introduction: Just a few questions to fill out data

1. How do you get in touch with the ECE Supervisor when and if you need her?

2. How does the ECE Supervisor reach you (via principal, ass't principal, letter, phone, etc.)

3. Re Spring In-service Meetings:
    a. How many did you attend ______
    b. How were you notified?

    c. Where were they held?

    d. What was nature of content?

    e. What responsibility, if any, did you have in these meetings?

    f. Your impressions as to value of such meetings. (Specify)

School # ______ Teacher (2)

Date __________________

Evaluator ______________

g. Recommendations for the future

4. Are you hitting the target population?

5. As you look back on the orientation program, what recommendations do you have for next year. (Specify)

6. Are you going to teach the pre-k next year? If not, at what level?

7. Will you be teaching in Head Start this summer?

School #_________ Family Assistant (1)

Date ________________

Evaluator ___________

Interview Guide

Introductory remarks: Emphasize anonymity

1. Approximately what month did you get your parent room set up in this school? __________________
2. What supplies have you received for this room? (and when arrived?)

3. Approximately how many days a week do parents come here to spend an hour or two?

   How many_________ Same or different ______________

4. Who is your immediate supervisor?
5. What other responsibilities do you have besides maintaining the parent room? Get specific details of amount of time spent on these duties - in school for Pre-K, other levels and in community -

6. What organization do you belong to in school?

7. Do the family workers help you? Yes_____ No_______

   In what way?

8. Was there an orientation program for family assistants before you began work? Yes________ No_________

   With whom?___________________________

   How often___________________________

School # ______

Family Assistant (2)

Date ________________

Evaluator______________

9. Do you have any meetings with supervisors to help you develop your part of the program? Yes ____ No_____

With whom? ____________________________
How often? ____________________________

10. What is the working relationship between you and teacher (s)? (Elicit re cooperative-comparative-parallel-hierarchical.)

11. In terms of your responsibility for helping to interpret the educational program to the parents, to what degree have you been able to spend time in the classroom and to talk to the teachers about this program?

How do you personally feel about what the teachers are doing with the children?

CUE EVALUATION

Parent Interview Areas

1. In what ways do you feel that your child has benefited this year?

2. What would you have liked to see him get out of the program that he did not get? i.e., what was wrong with the program?

3. Did you go to any of the parent meetings...how many...what did you think of them...worthwhile?...like them, etc.

4. Did any of the members of the staff visit you in your home? Was this an enjoyable experience?

5. If you had it to do over, would you still enroll your child in the prekindergarten program...get reasons.

6. Escort service.

SCHOOL #______

DATE OF VISIT____________

EVALUATOR____________________

Extended Pre-K

Parent (1)

A.M P.M.

Interview Guide

Name of parent:____

Areas of questioning:

1. Attitude toward own child (progress in school, understanding of growth process, sense of pride, confidence, etc.).
2. Attitude toward school and reasons for same (elicit specifically in what ways parent became involved in school activities as well as their feelings about their experiences with school staff.).

APPENDIX C

Staff List

Dr. Sydney L. Schwartz, Evaluation Chairman
Research Associate and Instructor
Teachers College
Columbia University

Mrs. Charlotte Brody
Director, The Little Red Schoolhouse

Mrs. Claire Lawrence
Director, Grant Day Care Center
(Manhattanville Community Centers, Inc.)

Mrs. Florence Lieberman
Instructor, School of Social Work
Hunter College

Mrs. Glenda Schusterman
Instructor in Sociology
Adelphi College

Miss Miriam P. Cestero
Supervisor
N. Y. C. Department of Welfare

Mr. Christian J. Lewis
Social Investigator
N. Y. C. Department of Welfare

Mrs. Margarette Ward
Director, Manhattanville Day Care Center

Dr. Mary Wilsberg
Associate Professor
Department of Education
Queens College

Mrs. Bernice Wilson
Instructor, Scarsdale Adult School